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ABSTRACT

The Northern Native Language Project was constituted in June 1979 to produce a report which would present information on the present situation regarding language education schools in the project area of Ontario (James Bay, Nakina, and Sioux Lookout) and to make recommendations concerning appropriate action for the future. The introduction of the report describes activities of the Project, provides a map of the project area, and outlines the project's implementation. Part I addresses general observations made from community visits, potential programs, basic strategies and questions regarding language for communities to consider. Part II looks at English medium courses and English as a Second Language (ESL) programs. General observations pertaining to Native language arts programs for English medium schools is presented in Part III. Part IV is concerned with using the Native language as a medium of teaching courses. Part V describes present qualifications of teaching personnel in northern schools and surveys what kind of training is available. Appendices containing ESL Programs and activity books, a summary of Northern Native Language survey, Native language instructor's pay grid, and programs for teachers of Native language enrichment and literacy conclude the document. (ERB)

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NORTHERN NATIVE LANGUAGES PROJECT

Final Report

March 1980

Barbara Burnaby
John Nichols
Kelleen Toohey

Ontario, Canada

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Vol. 2

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INTRODUCTION

Constitution and Activities of the Project

In the spring of 1979 a need was identified by representatives of the Department of Indian Affairs and Northern Development, Ontario Region (hereafter called DIAND), the Ontario Ministry of Education and several Native organizations to survey language education in both English and the Native languages in schools in northern Ontario. (Note that "Native" will be used here to refer to people of aboriginal ancestry, their cultures and their languages.) The representatives of these agencies were concerned about the lack of consistent information about language education for northern schools which made it difficult to develop policies, plan programs, train personnel and produce educational materials in an effective and coordinated way. The area chosen for study was the three northern DIAND districts, James Bay, Nakina and Sioux Lookout. (See map.) This area is called "the project area" in this report.

The Northern Native Language Project (NNLP) was constituted in June 1979. The purpose of the project was to produce a report which would present information on the present situation regarding language education in schools in the project area and make recommendations concerning appropriate action for the future. Recommendations were to be concerned with policy development, program planning, personnel training and materials development. The present document is that report.

Members of the Northern Native Languages Project Committee included representatives from the Ontario Regional Office of DIAND, from the James Bay, Nakina, London and Sioux Lookout District Offices of DIAND, from the Curriculum Department of the Ontario Ministry of Education, from the Central, Northeastern and Northwestern Regional Offices of the Ontario Ministry of Education, from the Northern Nishnawbe Education Council, from Wawatay

Northern Native Languages Project - Project Area

Communications, and from the Ojibway and Cree Cultural Centre. A core team of consultants was hired to carry out the basic research and to report their findings to the NNLP Committee for discussion and decision making. An observer from Seneca College attended meetings.

Members of the Northern Native Languages Project Committee are:

Clyde Armstrong (Ministry of Education)
Mike Best (DIAND)
Martin Brodhead (DIAND)
Barbara Burnaby (Core Team - Ontario Institute for Studies in Education)
Neil Cornelius (DIAND)
Marianna Couchie (DIAND)
Phil Davies (DIAND)
Ifka Filipovich (DIAND)
Jerry George (Ministry of Education)
Jim Lanthier (Ministry of Education)
Keith Lickers (Ministry of Education)
Mary Mitchell (DIAND)
Richard Morris (Northern Nishnawbe Education Council)
John Nichols (Core Team - Lakehead University)
Pat Ningawence (Wawatay Communications)
David Rydholm (DIAND)
Gregory Spence (Ojibway and Cree Cultural Centre)
Kelleen Toohey (Core Team - Ontario Institute for Studies in Education)
Joanne Turner (Ministry of Education)
Sylvia T. Warner (observer - Seneca College)
Irene Wiebe (DIAND)

Activities of the NNLP were:

June 1979
- committee established
- core team hired
- general outlines of project drawn up

Sept. 1979	- core team submitted Preliminary Report based on written documents about language education in the project area submitted to them by DIAND and on documents in the academic literature on language education. - Preliminary Report contained a compilation of information on Native and English language programs in the project area, results of research done on relevant programs elsewhere, and plans for approaches to community visits in the project area.
Sept. 18, 1979	- meeting of NNLP Committee in Toronto - discussion of Preliminary Report - precise topics for the final report and procedures established
Oct. 1979 - Mar. 1980	- visits by core team members and representatives of DIAND, the Ministry of Education and Native organizations to communities in the project area.
Jan. 1980	- submission of first draft of final report
Jan. 24, 1980	- meeting of NNLP Committee in Toronto to discuss and revise draft
Mar. 1980	- distribution of final report
Mar. 26, 1980	- meeting of NNLP Committee in Toronto to discuss final report and make further plans.

The Core Team, together with representatives of DIAND, the Ministry of Education and the Native organizations, visited the following communities:

Sandy Lake	Bearskin Lake	Fort Hope
Pikangekum	Angling Lake	p - Constance Lake-Hearst
p* - Moosonee	Big Trout Lake	p - LongLac
Moose Factory	Kasabonika	
Fort Albany	Weagamow Lake	
Webequie	Kingfisher Lake	
p - Summer Beaver	Cat Lake	
Lansdowne House	p - Slate Falls	

* Those communities marked "p" have provincial schools.

In the communities listed, members of the NNLP Committee spoke with students, teachers, principals, Band Councils and Chiefs, School Committees or School Boards, parents and community members about present language teaching arrangements, problems and hopes for the future. We also observed in classrooms, surveyed language teaching materials in schools and studied aspects of language use in each community.

The Report contains recommendations concerning issues which were brought to our attention during our community visits and through conversations with many people and through reading and research in the area of language education. For each recommendation we have indicated whether we think it is a short-term goal, i.e. if immediate action can bring about the goal, or if it is a long-term goal, i.e. if considerable groundwork will be needed to bring about the goal. Although we have judged some goals to be long-term, we do not mean to suggest that they are irrelevant to present planning. Working in the direction of these long-term goals now is seen as very important.

We have also placed in brackets after every recommendation the names of the agencies we feel should take primary responsibility for implementation of the goal. Other agencies may, of course, be involved in implementation and one of the most important overall recommendations of the report is that all agencies involved find ways to cooperate and coordinate their efforts at improving language education for Native children in northern Ontario.

Please note in the text that NAFL refers to Native as a First Language programs (for children who come to school speaking only or mainly a Native language) and NASL refers to Native as a Second Language programs (for children who come to school passively bilingual in a Native language or monolingual in English).

Implementation

At the March 26, 1980 meeting, the Core Team will discuss with the NNLP Committee the establishment of a Steering Committee whose responsibility it would be to disseminate information contained in the report, and to make and maintain contact with those agencies with primary responsibility for implementing recommendations of the report.

We recommend that a Steering Committee of the NNLP be established; that it be set up no later than April 30, 1980; that it be comprised of four members:

a) a representative of DIAND

b) a representative of the Ministry of Education

c) a representative from a Native organization

that it be responsible for disseminating information contained in the NNLP report and for making and maintaining contact with those agencies responsible for implementation of the recommendations.

There may be alternative memberships or functions for a Steering Committee. It is hoped that at the meeting of the NNLP Committee, we will be able to more fully draw up plans for the composition and functioning of the Steering Committee.

Part I: MAKING THE RIGHT PROGRAM CHOICE

General Observations from Community Visits

The following statements are very broad generalizations on the main topics of this project. They are based on the community visits we have made.

We found:

helpful responses

that teachers, principals, other school personnel, students, administrators, school committees and community members we talked to were very helpful, generous with their time and patience, and interested in the development of English and Native language aspects of education in northern schools and communities. Options we discussed at the time about possible changes were generally received with interest.

mainly Native speaking communities

that in most communities in the project area the children come to school speaking all or mainly the Native language. Almost all everyday communication is in the Native language. There are a few exceptions mostly among communities on roads or railroads. In these the children usually come to school passively bilingual (understanding but not speaking a Native language, speaking English) or monolingual in English.

English use varies

that many people speak English. In some communities English is used for many kinds of communications and in others it is used only with non-Native speaking people.

syllabics use varies

that in most communities many people write syllabics in Cree or Ojibwe but there is a lot of variation in the spellings, styles, amounts of use and functions of syllabics. There seems to be a generation of people in their twenties and thirties who did not learn syllabics.

students needed speaking and writing practice in English	that students gained moderately good comprehension skills in listening to and reading English (although not up to English speaker levels for their age) but were limited in their speaking and writing skills (syntax, vocabulary, functions of speaking and writing).
people want Native language development and maintenance	that people were interested in having the children develop oral and literacy skills in the Native language and were concerned that children who go out to high school often "lose their language". These same people also often expressed concern that their children needed to improve their effectiveness in English.
teachers need better ESL programs and more training	that school personnel in many cases were trying to adapt their programs to meet the ESL needs of their students but that the materials they were using were not often suitable for the task and that the personnel were not (well enough) trained in ESL methods.
Native language programs have a lot of problems	that Native language programs are common in the schools but they have been poorly and inconsistently funded, have encountered personnel problems because of funding problems and lack of training, have very few material resources, have inadequate consulting and supervision, and that there is often a lack of communication and coordination between the Native language program and the rest of the school.
people prepared to support more Native language in school	evidence that community officials and members would be interested in many communities to see considerably more Native language in the schools if program alternatives were presented to them and if suitable funding arrangements could be made. There were people who were interested in developing materials and in taking (more) training in teaching.

adults who want to study ESL, Native literacy, etc.	interest among school personnel and community members in adult language learning programs. Some Native adults would like Native literacy classes and some ESL. Some English speaking school personnel would like Native language classes. Previous attempts in these areas have often been frustrated by lack of materials and academic difficulties.

Potential Programs

In making recommendations for language education, the Northern Native Languages Project has had to consider a range of alternatives in language programming for schools such as those we visited. The following is a list ranging from no consideration of the children's Native language background to a great deal of recognition of the Native language. For this list assume that the children come to school speaking no English. Adaptations for mixed class settings and bilinguals will be considered later.

A. English Only "Submersion"
- students are taught according to curricula designed for English speaking children by monolingual English speaking teachers using materials developed for English speaking children
- we found this situation in its pure form in one or two schools
- evaluation - almost certainly a great deal of age-grade retardation, poor speaking and reading skills in English and frustration with school on the part of teachers and pupils

B. English with Interpretation
- school subjects are presented in English, but Native speaking teaching personnel use the Native language informally to interpret all or parts of lessons to the children, to explain difficult words and concepts, for classroom management and to make the children feel at home: this use of the Native language occurs most in the early grades

- we found this to be a common type of program in the schools we visited
- evaluation - this program is likely to be moderately effective, especially if ESL methods are used extensively, in helping students to learn English but, except for being a bridge to English, the Native language is not really a part of the school.

C. English with Interpretation and Other Course(s)

1. School subjects are presented in English, the Native language is used informally for classroom management and explanations, and the Native language is taught as a subject in the curriculum (orally, literacy, or both)
- this type of program is common in northern schools
- evaluation - if the Native language course is high quality and if ESL methods are used, it is moderately likely to succeed in teaching majority culture skills and English language. It also reduces the risk of alienation between school and community and provides formal recognition to the value of the Native language. It can help in Native language maintenance.

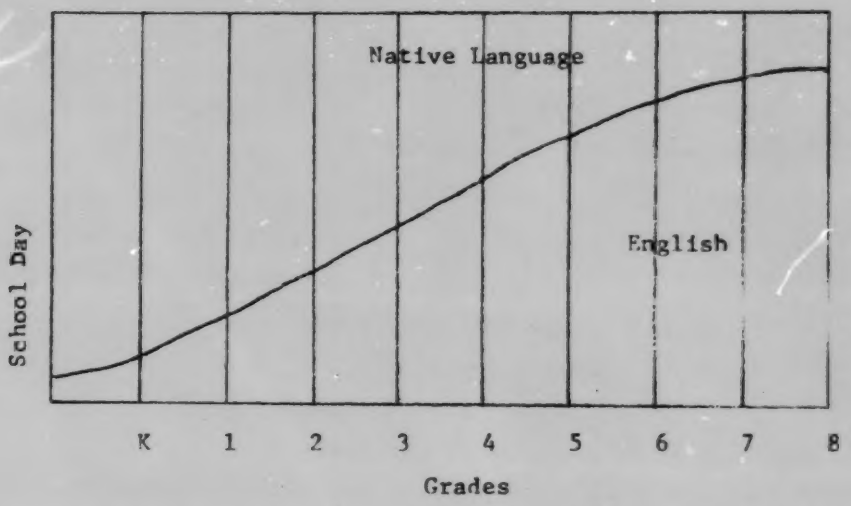
2. As above but with another course or courses taught in the Native language (usually religion or a Native cultural course)
- this type of program is found in a few northern schools
- not many northern schools have this much Native language in the school curriculum
- evaluation - as above. With a number of courses taught in the Native language, the school may be influential in developing the children's Native language skills.

D. Vernacular Transition Program

- the child's mother tongue, the Native language, is used as the medium of instruction for most subjects in the early grades. ESL is taught as a subject in kindergarten and grade one and gradually English is introduced as a medium of instruction until all but one subject such as

Native language arts is taught in English by grade seven or eight. Literacy is taught in the Native language before literacy in English.

- no Ontario Native school is using this type of program but a few experimental programs like this have been set up in Native schools in Manitoba and Quebec.



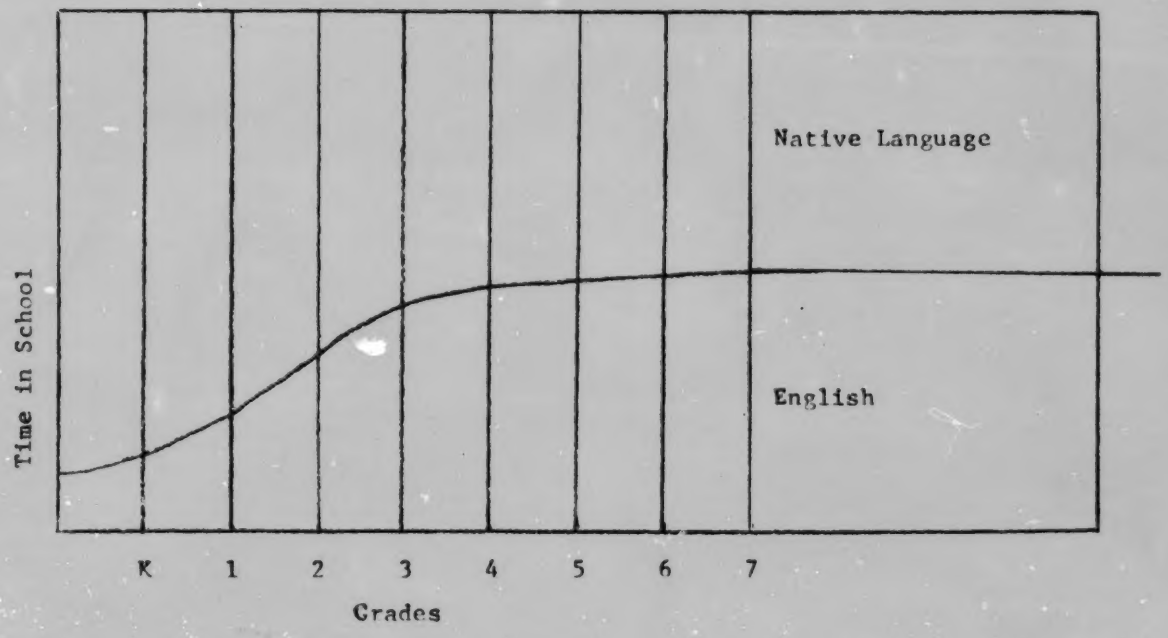
- evaluation - the principle behind this kind of program is that the children do not have to suspend their conceptual learning while they learn the provincial language of schooling. They can do normal curriculum work in their first language while they are being properly introduced to their second language, English.

Especially in the last few years, research in bilingual education has supported the claim that vernacular education is very beneficial for children. Studies have shown that when children begin their education in their mother tongue, their early school achievement is high and they appear to learn a second language more easily. There are probably many reasons for this: researchers have suggested that beginning school in a known language increases the confidence of students, teaches students how to learn in school and builds

on the knowledge children already have when they start school. They also point out that teaching the second language is usually done more systematically when the school recognizes that students do not know the second language than it is when students are just "thrown into" a completely second language curriculum. Learning to read in the mother tongue first also seems to have very good effects on learning to read in the second language. Research suggests that this is because children learning to read in their mother tongue learn also that reading is meaningful, enjoyable and a good way to get information. For students who are learning to speak a second language, learning to read in that second language is very difficult. It is suggested that if children first learn to read in their mother tongue, they will have less difficulty learning to read in a second language because they have already learned what reading is all about and they will expect to understand that which they read.

Rudolph C. Troike in "Research evidence for the effectiveness of bilingual education", (Centre for Applied Linguistics and National Clearinghouse for Bilingual Education, 1978) surveys most of the recent research in this area and concludes that vernacular programs, if they are good quality, "can be effective in meeting the goals of equal educational opportunity for minority language children". Possible negative observations about this kind of program concern the phasing out of the Native language over time. The gradual switch to English means that the effectiveness of Native language development will decline rapidly after about grade four.

E. Maintenance Bilingual - like D except that the Native language is given equal weight to English in the higher elementary grades and presumably in high school. Subjects taught through the medium of English never take up more than half of the timetable. Native culture aspects of content of lessons are emphasized in Native medium subjects.



There are, of course, almost infinite possibilities to the arrangement of subjects and languages used with this model. The basic principle is that in the higher grades, the student is in a bilingual school, with 50% of his time spent in English and 50% in the Native language.

- evaluation - the rationale for this type of program is that if the school is to recognize the child's Native language and culture, it must demonstrate that recognition by giving it equal weight in the curriculum.

One of the kinds of communities where a maintenance bilingual program could be justified would be in communities in which the influences of the non-Native majority are strong — a lot of English used in the community, English radio and T.V. available, a number of non-Native people living in the community, non-Native agencies, government or private business an important part of the community, etc. These sorts of programs are concerned with trying to ensure that the Native language will be maintained in the community. Criticisms of the vernacular transition programs where children are gradually switched to English are thus dealt with in this type of program.

Basic Strategies

The following are comments on aspects of education in northern communities. We believe that these aspects are central to the detailed recommendations we have made in this report. The full effect of each recommendation can only be understood in the context of these aspects.

I Community-School Decision Making

Any school program must be consistent with the community's objectives for education. Not only is it the school's moral responsibility to try to reflect the community's views, but programs are usually not effective if they are not congruent with local attitudes. Therefore, the choice and implementation of language programs and policies must begin with reliable information about the community's wishes, and community opinion should be monitored every few months.

General objectives for education

Two levels of information about community attitudes to education must be solicited. One is people's objectives for education in general. What kinds and levels of skills in majority culture learning (English language, reading, mathematical skills, knowledge about the world and other social groups, science, etc. from the point of view of the majority culture) should the school attempt to teach? What kinds and levels of skills in Native culture and matters of particularly local revelance should the school attempt to teach? What levels and functions of the Native language should the school attempt to teach? Such objectives should be considered from the point of view of what is the most suitable agency to teach them — the school, the home, other community agencies such as the church — and the point of view of what level of skill can be realistically expected to be developed. The programmatic level of information is community opinion about how the school program can reflect their objectives. Do they want a maintenance bilingual, a vernacular transition, or another type of program? Obviously, these two levels of information are closely connected and collecting reliable information about them takes time and previous information.

We recommend I.1 that school personnel and the education committee actively consult the opinions of parents, students and other community members on a regular basis about their objectives for education. [short-term, school principals, band councils, education committees and Native organizations] This should be done through every means possible: formal public meetings, meetings with certain groups — particularly parents, at other meetings such as parents' visits to the school, social events, band council meetings, and informal contact. A variety of opinion can be expected to change, but the school and the education committee must continue to collect such opinions and to use them in decision making about school matters. See the end of Part I for a list of the kinds of questions that should be asked on a regular basis.

We recommend I.2 that parents and other community members be consulted about short and long range plans for language programs in the school. [short-term, school principals, band councils, education committees and Native organizations] Before people are asked to form an opinion there must be a public information campaign of at least several months to tell people about the range of program possibilities such as those described above, the relative costs in terms of manpower, funding and time, and the effects that can be expected from them. Such information should be brought to people's attention at every possible opportunity such as at formal meetings called by the education committee, on radio broadcasts, at band council meetings, in parents' visits to the school and informally. Parents, students and others should be consulted.

It should be pointed out where the present school program fits into the range. Most schools have many aspects of vernacular or bilingual education already as part of their

programs. People should be made aware of the costs in terms of materials and curriculum development for various possibilities. The employment of people to teach and work on curriculum should be discussed. The length of time required to fully institute various programs should be indicated along with a description of the various stages to be reached along the way. As much as possible adults should be encouraged to come into the school and see the ways in which present programs are in operation. People should understand clearly that programs with a good deal of Native language and cultural content cannot exist without a good deal of Native effort and cooperation.

On the basis of this information, community members should be asked to decide what program they would like for the school. Opinions about the program should be monitored regularly (every few months) as the school goes through the various stages of implementing the decision. Variations in opinion among community members and over time can be expected. It is important that experimental aspects of a program be given a chance to settle into their final form before they are criticized too closely.

II Consistency

Every aspect of language in Native education we have considered in this report has exhibited some problems based on a lack of consistency of some sort. There are three levels of government and several agencies of each level involved in one way or another. There are at least two languages involved in each school's program. There are several types of staff members in each school, and so on.

Between government agencies

We feel that Native education would greatly benefit from some visible and active attempts at providing consistency in approaches. At the provincial/regional level of administration, there is a necessary division of labour and responsibilities in education. At the interface of this division there

are several areas which suffer from confusions and inconsistencies in policies and administrative procedures. While this is to some extent inevitable, we feel that there are grounds on which matters could be coordinated without serious legislative or administrative changes. For example, we suggest later in this report that DIAND and the Ministry of Education collaborate on the development of a Native Languages Educational Resources Centre, so that more coordination would be possible in the training and status of certified and non-certified teaching personnel. In the area of curriculum, we suggest later that joint efforts to produce guidelines and materials for the relatively small Native speaking school population is a sensible use of resources. Also, in consulting and supervising every attempt should be made to use the staff from all agencies to their best advantage despite the administrative barriers. In general, we suggest here that every opportunity for cooperation across administrative borders to provide better services to small and scattered Native population should be sought out and taken advantage of.

Within government agencies

The second area in which consistency is needed is in funding and policies within government agencies. School personnel and communities are often confused or frustrated by changes in administrative personnel, recommended courses of action, administrative structures and, of course, funding. Native language and culture courses have been particularly compromised by such problems. We suggest that government agencies engage in long range planning so that programs, particularly experimental programs, can get a fair tryout and so that Native would-be school personnel can find ways of making teaching a career.

At the school and community level

At the level of the school and the community, consistency is needed in sharing information. As mentioned above, the school must keep constant contact with community members. Community members must have relatively the same information as the school personnel in order for them to make reasonable recommendations. Among the school staff there should be a unified perspective on what the entire program is and what each member's role is in carrying it out.

In language use

Also, there should be consistency in the use of language. There must be a planned relationship between English and the Native language in the school, between the oral and written aspects of each and between the use of each as subjects and mediums of instruction. There should be consistency in the use of dialect variants, type of orthography and orthography conventions.

Consistency requires planning and commitment. It is futile to recommend general improvements in planning and commitment in government fiscal or administrative procedures. It remains true, however, that inconsistency at all levels of execution is one of the greatest enemies of educational programs.

III Personnel Training and Curriculum and Materials Development

In order to give some background to clarify some of the recommendations following, we briefly describe here a group of recommendations made in detail in the Training and Personnel Section. We recommend that an institution such as a university be involved in the establishment of a Native Languages Educational Resources Centre (c.f. Part V). There are centres similar to the one we are proposing affiliated with the University of Alaska and Saskatchewan Community College. Training specialized for personnel to teach in

(northern) Native communities would be concentrated at such a centre — special courses for non-Native teachers, special Native teacher training, classroom assistant training and Native (first and second) language instructor training. Such a centre could provide pre-service and in-service, on and off campus courses, to create a common core of training about English and the Native languages for all types of school personnel. English speaking trainees would receive training in basic techniques of ESL, and Native language speaking personnel would receive training in the structure of their Native language, orthography and first or second language methodology. The common core of training would make it easier to effect changes in present staffing categorizations, which we also recommend as long-term goals (i.e. the gradual phasing out of paraprofessionals who would be upgraded to certified status). We also see such a centre as potentially involved in language planning and policy for Native languages, in media productions for Native languages and in planning policy for translation and interpretation.

Such a centre could collect a group of faculty members specialized in Native and ESL language and pedagogical areas. Qualified and experienced personnel from government agencies could be seconded to take part in the activities of the centre. The activities of the centre would include the specialized training of personnel for northern schools, the development of curriculum outlines and some materials particularly for Native language programs, the provision of qualified consultants, and research into the suitability of certain pedagogical techniques and curriculum formulae for specified pedagogical problems in northern schools. Some of the advantages of such a centre would be a centralized facility for Native education research, training and development, a

facility separate from the various agencies directly involved in administering Native education, a facility for integrating the training of Native teaching personnel without complex changes in policy or legislation and a source of expertise for research, curriculum and materials development and consulting for specialized programs for northern schools.

We see the establishment of such a centre as an ideal for the future; none of the recommendations contained in this report should be seen as being contingent on the establishment of a centre (although many of the recommendations might be most effectively implemented through the activities of such a centre).

The above review is intended to give a general overview to the more detailed observations and recommendations which follow.

Summary

Part I describes general observations from the community visits and observations about potential programs for language education of northern Native children. Five possible alternatives for language education are described: English Submersion, English with Interpretation, English with Interpretation and Other Course(s), Vernacular Transition, and Maintenance Bilingual. Advantages and disadvantages of each type of alternative programs are listed and there is a brief explanation of how such programs might be set up. The Project does not make recommendations on the selection of one or the other program for any particular community; rather we recommend that community opinion be solicited on objectives for education and on how these objectives might be realized with specific kinds of language programs. This consultation of community opinion is seen as primary in decision making about changes in language education in northern schools and it is recommended that every means possible — formal public meetings, meetings with particular groups, social

events, band council meetings — be used to get an accurate idea of community feelings in this area. (Also, questions regarding language for communities' consideration follow this summary, to give an idea of what are the general questions which should be asked.) With an accurate and thorough idea of what particular communities see as their objectives, the local educational authorities, the Department of Indian Affairs and the Ministry of Education are urged to be cooperative and consistent in their approaches to training of personnel, provision of materials, consulting and supervision, funding and policy. One of the mechanisms for institutionalizing the consistency and cooperation we recommend is the establishment of a Native Languages Educational Resources Centre which is described briefly in this part and more fully in Part V. This centre would coordinate training for personnel for Native schools, and would have other broader functions with regards to Native languages.

QUESTIONS REGARDING LANGUAGE FOR COMMUNITIES' CONSIDERATION

The proportion and role of the Native language in the school should be brought to each community's attention and local objectives for the school's responsibility in English and Native language development should be articulated. The kind of questions that might be considered are:

1. Does the community want the school to place a higher priority on English language learning than on Native language development or are the two roughly equal as far as the school's responsibility is concerned?

2. Does the community think that it is the responsibility of the school to train the children in: (a) Native language literacy, (b) oral Native language development, or are these the responsibility of the home and community?

3. Is the community happy to see the Native language used in the school to help the students understand their regular schoolwork (as is now frequently done in translation of difficult concepts, classroom management and as medium of instruction for Native content courses such as crafts or trapping)?

4. Does the community feel that the use of the Native language in the school is important to good relations between the school and the community? What aspects are important and what improvements are needed among:
   (a) the use of the Native language in the early grades so that the children feel at home in the classroom?

   (b) the availability of interpreters for parent contact with teachers and the principal?

   (c) the study of Native literacy so the children learn skills that relate to community skills?

(d) the development of Native oral skills so the children learn to speak better with community members at home?

(e) the employment of Native language speakers in the school who can introduce aspects of community life into the school?

(f) the employment of Native language speakers in the school who can help interpret the ways of the school to the community?

(g) the use of Native language and cultural elements in the school environment so the children learn to be proud of themselves as Native people?

Part II: ENGLISH MEDIUM COURSES AND ENGLISH AS A SECOND LANGUAGE

English Proficiency of Students

Teachers and community members generally recognized that children were having difficulty learning in school because of inadequate knowledge of English. A few teachers of older children and some teachers in a bilingual community where English is used extensively did not think their students had difficulties with English. It was the opinion of team members that these teachers and others over-estimated to varying degrees the proficiency of students in English: we think proficiency in English is a serious problem for almost all students in the project area.While in some cases children speak English as a first language, we observed that the English many such children spoke was not a standard dialect. More formal testing of the proficiency of students in English who live in bilingual communities will help teachers to know how concerned they must be with second language/dialect teaching techniques and materials. The problems students had were different depending on their ages and the extent to which English is used in their communities. However, almost all students were seen as having difficulties with speaking and writing in English and because of this, observations and recommendations made here will apply to the entire project area. As a general observation it should be noted that, particularly in the upper grades, classrooms were often very silent and most of the English speaking was done by teachers. Also, not as much communicative writing by students is done in these schools as should be. Students generally do not get as much practice producing English as they should to extend their skills.

Preparation of Teachers for Second Language or Dialect Training

Most teachers felt that their skills in language teaching needed improvement. The exception was teachers who do not perceive students' problems as ESL problems, but as Special Education problems. The Core Team believes that if such

teachers knew more about ESL, they might evaluate student problems differently, at least in part. There are almost no teachers in the study area who have university courses in second language teaching methodology or any other professional preparation for teaching ESL Standard English as a Second Dialect. Almost all teachers expressed interest in taking summer courses, in-service courses, correspondence courses or whatever could be offered to learn more about teaching English as a second language. No one type of course seemed to be predominantly acceptable. Upgrading the skills of teachers will thus require a combination of approaches.

Programs

In most schools, especially in the earlier grades, teachers are making attempts to teach English systematically and explicitly to students by setting aside some time for what was termed "Oral English". Because most teachers had no training in second language teaching methodology and because they did not have specific programs from which to teach, it appeared that teachers have difficulty organizing this "Oral English" time and they often expressed dissatisfaction about the results of this instruction.

Some prepared oral programs for mother tongue speakers of English are being used in some schools. The Peabody Language Development kits are used in some schools and are felt to be quite effective in teaching vocabulary to students. Most teachers recognized, however, that while extending the English vocabulary of students was important, it did not serve all the language needs of their students. In some other schools, Distar Language: An Instructional System is used. Teachers using it generally feel it is quite useful for their Oral English programs particularly because there is a structured organization to the program and with no training in second language teaching, teachers appreciate this ready-made

organization. Many teachers felt, however, that Distar alone does not adequately serve all the language needs of their students. The team agrees that Distar is not adequate and in view of the fact that it was not designed to be a second language syllabus, its widespread use as a solution to English as a second language problems is not recommended.

Some schools are using ESL programs for Oral English. Parts of Basic Oral English, an English program developed for the Department of Indian Affairs by Rose Colliou in the early 1960's are being used in a few places. Some teachers were using Teaching an Algonquian Language as a Second Language as a source for their ESL program! Several teachers reported good results in the higher grades from the use of commercial materials published for intermediate Francophone or immigrant students. Many teachers complained that they could not use commercial ESL materials because the content is not culturally relevant in northern schools.

Professional training in ESL usually introduces teachers to a variety of ESL materials and programs. If teachers get some training in ESL methods, they will get a chance to see what is available and will learn to evaluate published materials for their students' ESL needs. While it is true that some published ESL programs are highly city oriented in content, by no means are all ESL materials unsuitable. What is important in the published programs is the methods used and the structured language content. A teacher with ESL training could adapt most published programs to the cultural needs of northern schools without an undue amount of extra work.

It is evident that the need for teaching English systematically is urgent. As there are now no recently developed ESL programs available which have been constructed to meet the needs of northern Native children, commercial materials prepared primarily for urban immigrant children will have to be used. Appendix A at the end of this report lists some useful programs.

English as a Medium of Instruction

In all schools in the project area, English is used as the medium of instruction for Mathematics, Social Studies, Science and other regular school subjects. Especially in Mathematics, it was noted that children had difficulty with the language of their textbooks and their acquisition of basic mathematical skills was slowed down because of these difficulties with language. Many teachers are aware of this and use their Native language speaking assistants to interpret instructions in the textbook into the Native language. One solution to this problem is to rewrite the workbooks of these series so that the same mathematical problems could be explained in simpler English. The fact that proficiency in English affects achievement in all school subjects should be considered very carefully by teachers and ways to help students become more proficient at understanding textbook instructions in all subjects should be explored. The opinion of some teachers that they need not be concerned with ESL because they were teaching only Mathematics, Social Studies or subjects other than language arts does not take a realistic view of the ESL needs in all subject areas.

English Language Arts

With few exceptions, the English language arts syllabus followed in northern schools focuses mainly on reading in English. Because students do not know English with the proficiency of mother tongue speakers, the "language development" activities of the currently used "Integrated Language Arts" program are difficult to utilize. Also, although there

are cultural aspects to the fact that Native children are often reluctant to speak out in class, we feel that such reluctance is also often based on the children's lack of confidence in being able to express themselves in English. It is, on the surface, easier for teachers to focus almost exclusively on reading and children get little or no oral language instruction even though they urgently need to be learning oral English. The team feels that the English language arts programs currently used are inappropriate and should be replaced, at least in the early grades, by an ESL program. Students need a good basic grounding in English oral skills before they begin to read English, no matter what sort of program of bilingual education is followed. They also need continuing instruction in language use and development throughout their school careers. This continuing development will require reading materials at the junior and intermediate levels that are culturally relevant to northern Native students.

We recommend

hiring policy

II.1 that training in second language teaching methodology should be a high priority in the hiring of personnel for northern schools. [short-term, DIAND and provincial school boards]

in-service training

II.2 that in-service training in ESL teaching methodology should be given on a frequent, regular and continuing basis to personnel in northern schools. Occasional, isolated workshops are not enough to build up the background knowledge and skills needed for teaching in most northern schools. [short-term, DIAND, Ministry of Education and Faculties of Education]

ESL consultants

II.3 that consultants who are trained, experienced ESL teachers be hired (one for every ten schools in the study area). These consultants should be responsible: (1) for organizing and teaching a course of study for the teaching personnel, (2) for recommending and distributing suitable materials, (3) for organizing and supervising the development of local materials, (4) for consulting individually with teaching personnel, (5) for testing language proficiency, and (6) for working on ESL across the curriculum. [short-term, DIAND and Ministry of Education]

further ESL training

II.4 that teaching personnel be strongly encouraged to obtain ESL training from whatever other resources are available, such as summer programs at universities. See recommendations in the Training and Personnel Section for further details. [short-term, DIAND and Ministry of Education]

associations and conferences

II.5 that teaching personnel should join the Ontario TESL Association and be assisted in attending its conference and other ESL professional meetings. [short-term, principals and teachers]

ESL materials

II.6 that schools for Native speaking children be immediately supplied with ESL materials for all grade levels. An ESL program which introduces initial literacy as well as oral English should replace present English language arts materials up to the grade four level. ESL programs in oral English to supplement the regular language instruction programs should be used from grade four up. [short-term, DIAND and Ministry of Education]

II.7 that adaptations to the ESL materials selected be immediately begun so that they are more relevant to a northern context. [short-term, DIAND and Ministry of Education]

II.8 that special ESL materials for use in northern Native schools be developed. [long-term, DIAND and Ministry of Education]

ESL readers

II.9 that materials for reading be developed, graded on the basis of language structural difficulty and with relevant cultural content. [long-term, DIAND and Ministry of Education]

experience approach

II.10 that teaching personnel be trained in and encouraged to use the experience approach as part of all reading programs. [long-term, DIAND, Ministry of Education and Faculties of Education]

supplementary materials for subject areas	II.11	that supplementary workbooks or other materials be developed to accompany mathematics texts and other texts. These materials would present exercises in the subject matter using English that is simple enough for ESL students to handle. [short-term, DIAND and Ministry of Education]
oral language in all subjects	II.12	that teaching personnel should teach to the language aspects of all subjects and should make oral participation a central part of lessons in all subjects. [short-term, principals and teachers]
English speaking children	II.13	that in schools in which the children come to school speaking predominantly English, oral language development should still be a major part of the language arts and other subject programs at all grade levels. There is a variety of materials designed for first and second language learners of English which are appropriate for such lessons. [short-term, principals and teachers]

Summary

This chapter discusses the importance of recognizing that many northern Native students are learning English as a second language in both federal and provincial schools in northern Ontario. It was observed that very few teachers had any training in teaching English as a second language. Recommendations are made which indicate that training in ESL methodology should be a high priority in hiring new teachers and in in-service education for northern teachers. These recommendations indicate that teachers presently working in northern schools should be given the opportunity to improve their skills through frequent, regular and organized in-services, through consultation with ESL consultants, who must be hired, through summer ESL programs, and through membership in professional organizations. It is further recommended that schools in the project area be

immediately supplied with ESL materials and adaptation of materials to northern environments be immediately begun. As a long-term goal, it is recommended that DIAND and the Ministry of Education support the development of special ESL materials for northern students. Finally, it is recommended that the language difficulties all students have with all their school subjects be recognized and that development of supplementary materials for all subject texts be begun immediately.

Part III: NATIVE LANGUAGE ARTS

General Observations

This section covers Native language enrichment and literacy programs in English medium schools where Native literacy is the second literacy. Most of the schools in the study area that have Native language programs have programs of this nature.

The description of these recent Native language arts programs in the project area as given in the preliminary report stand (see Appendix B). The following few additional points are based on recent observations:

a. Many communities this year had not yet started Native language arts programs by the time of our visits due to staffing and funding problems.

b. More emphasis is placed on language development and enrichment, both in actual programs and by school committees, than noted in the preliminary report.

c. Native language instructors go it alone: there is little involvement of community resource personnel and generally little help available to the instructor from school staff. However, many teachers are concerned about the success of these programs and are interested in assisting.

d. Some syllabic literacy programs exist outside the school especially in religious instruction, but there is little coordination between such programs and school programs.

e. Only one program observed had adequate literacy teaching materials available, although most instructors had developed some materials, usually based on DIAND model materials.

f. Native language instructors express interest in attending training schools, but the difficulties involved in leaving families for long periods of time were often mentioned. No particular localities were mentioned as desired. The experience of the Native Language Teacher Training (NLTT) program for NASL instructors has shown that trainees have become more willing to attend the program once word of mouth information has been spread in Native communities that the program is a good one. The next time a NLTT for NAFL instructors is scheduled, it should be held in one northern location with appropriate facilities for convenience's sake. In subsequent years, other alternatives such as sending a teacher training team around to the reserves, holding short sessions on various reserves and so on can be considered if the central location option shows serious drawbacks.

Recommendations

The recommendations made here are aimed mainly at improving the present type of Native language programs (i.e. Native language courses which are not reinforced by other Native language medium courses in the school curriculum). See English with Interpretation and Other Courses in Section I. In such programs the Native language is not presented as the first language of literacy. The recommendations here call for increased integration of the Native language course into the rest of the school curriculum, increased and regularized funding, the provision of course syllabuses, ensuring adequate space, supplies and equipment, and the development of teaching and reference materials. For recommendations on training see Part V. Some of the recommendations have been marked with an asterisk. A Native Languages Educational Resources Centre would be particularly helpful in implementing these recommendations. However, they should be initiated regardless of the fact that a centre has not yet been set up.

We recommend

Status of Native language program

III.1 The Native language arts program must be recognized as part of the total language arts program and medium of instruction in the school; it must be balanced with English and other areas of instruction. The Native language and English must be used so as to meet definite objectives for education in the school. This means team planning with Native language teachers and English teachers. [short-term, DIAND, Ministry of Education, Native organizations, band councils and Faculties of Education]

Responsibility for the program

III.2 The community is responsible for choosing the goals and content of a Native language arts program, but it is the school that is responsible for the pedagogical quality of the program. The school must have certain controls over how the goals are to be met. Within each community, once the goals have been set, school committees, band officials, school staff, supervisory personnel, and Native language consultants should participate in a workshop to settle such issues as:

a. Who sets the teaching schedule?
b. Who decides on instructor qualifications and does the hiring?
c. Who sets the pay scale?
d. Who controls program funding?
e. Who evaluates the programs? [short-term, DIAND, Ministry of Education, Native organizations, band councils]

Education committees should maintain close contact with school staff even if there are no major decisions to be made. [short-term, education committees, teachers and principals]

Community involvement

III.3 Local people should continue to be invited into schools to demonstrate skills or tell stories to students. This kind of relationship between school and community may be difficult to establish but is very important particularly to development of a Native language, a vernacular transition or a maintenance bilingual program. Students can also make visits into the community to see people and take part in activities. [short-term, principals and teachers]

Criteria for funding

III.4 The requirements of the Native language program chosen by the community and school should determine, within reason, the amount of funding and not the other way round. The goals must be set and the appropriate program selected before financial negotiations are undertaken. [short-term, DIAND, provincial school boards, Native organizations and band councils]

Consistency of funding

III.5 Consistent funding must be available so that long range planning can be carried out. Funding must be flexible enough to allow for changes in the program as it develops year by year. [short-term, DIAND, Ministry of Education and provincial school boards]

Support for Native language instructors

III.6 The draft Native language instructor's pay grid (see Appendix C) should be used as part of the basis for applications for funding. Native language programs are only as good as their instructors. If a community cannot make it worth the while for someone to take the training and get the experience needed for good teaching, then a Native language program will have very limited effectiveness. If the Native language instructor cannot be employed consistently or full-time, then every attempt should be made to find some complementary employment to support him/her the rest of the time. Because of the lack of curriculum and materials for

Native language teaching, a part-time Native language instructor should be paid for one hour of preparation for each hour of teaching. Native language instructors should be paid at a higher rate than classroom assistants because they necessarily have greater responsibilities for planning, teaching and evaluating. [short-term, DIAND and provincial school boards]

* Status of Native language instructors

III.7 The goal for Native language instructors should be that they should be certified teachers specialized in teaching a Native language. They would then be paid according to pay scales for certified specialist teachers. [long-term, DIAND, Ministry of Education and Faculties of Education]

Details of funding policies

III.8 New funding policies for Native language and cultural enrichment programs should be described in clear documents and circulated to schools, school boards, education committees and band councils. They should include enough detail so that schools and band councils will have an adequate basis on which to make submissions for funding. [short-term, DIAND and Ministry of Education]

Help in planning

III.9 Each community interested in having a Native language program should have access to appropriate administrative personnel and to a Native language consultant during program planning. [short-term, DIAND and Ministry of Education]

Scheduling

III.10 Schools are encouraged to have a regular daily schedule of Native language arts lessons in every grade. Minimum scheduling would include:

K-1 20 minutes
2 up 40-60 minutes

Local conditions may suggest other schedules but the Native language consultant should be involved in the decision. [short-term, DIAND, Ministry of Education and school principals]

Grouping

Use of classroom assistants

III.11 The Native language instructor should not be expected to teach a multi-grade class as a single unit if the regular teacher does not. The Native language instructor should be permitted to work with whatever small groups the regular teacher uses or to reorganize the class into appropriate ability or dialect groups. Where a classroom assistant is used by the regular classroom teacher, that assistant should also be available to the Native language instructor. [short-term, DIAND, provincial school boards and principals]

Materials development assistant

III.12 In large schools where the Native language instructor has a full teaching load, an additional Native speaker should be hired to assist and prepare materials. [short-term, DIAND, provincial school boards and principals]

Regular staff advisor

III.13 A classroom teacher in each school should be assigned to work with the Native language instructor. They should meet regularly to plan and monitor the progress of the program. [short-term, DIAND, provincial school boards and principals]

Native language consultants

III.14 Native language consultants (one for no more than 10 programs) should be freely available to the instructors, administrators, and school committees to help in program planning, supervision, materials preparation, and evaluation. [short-term, DIAND and Ministry of Education]

Attendance at training sessions

III.15 Native language instructors and other staff should have pre-service and in-service training. More than one person from each community should attend training schools and workshops: the instructor and the assistant, designated supply instructors, classroom assistants or Native classroom teachers. c.f. Part V [short-term, DIAND, Ministry of Education and Faculties of Education]

III.16 Techno-linguists (see Part V for further details) should be trained, at least one for each dialect area. Such personnel would become responsible for the development of classroom and resource materials in research into the Native language for school programs. They would work directly with the Native language instructors and others teaching in the Native medium as a liaison between the work of linguists and the needs of school Native language and Native medium programs. [long-term, DIAND, Ministry of Education, Native organizations]

* Techno-linguists

III.17 The proportions in which the Native language is used in the school should reflect the school's policy on the Native language, that is, if the Native language is given a high priority in policy, the language should be used to a proportionately large amount of the time in all school activities such as sports events, concerts, opening exercises and so on. Native language classes and activities should not be the first to be cancelled under time pressures. Native language classes should begin with the other classes in September and continue until the end of school in June. [short-term, DIAND, Ministry of Education and provincial school boards]

Time

III.18 Adequate space should be available for Native language teaching, and materials preparation and storage. While many schools have space inadequate for even the present English curriculum, the following are the desired standards:

- Each school should have a Native language centre:
  a. In schools where the Native language instructor has a full load (especially where a rotary system is followed) this should be a regular classroom reserved for Native content classes, preparation, and materials development and storage.
  b. Elsewhere there should be an office adequate for preparation, and materials development and storage. The classrooms in which instruction takes place should have Native language learning centres.
- Bulletin board and display space should be available to the Native language instructor in the school and classrooms.

Space

- A section of the school library should be set aside for Native language materials, even if there is little to put in it at first. A committee of teachers should be set up to gather more materials for the section. [short-term, DIAND, provincial school boards and principals]

Supplies

III.19 There should be a standard policy on the provision of equipment and supplies for Native language programs. The instructor should have full access to the same equipment and supplies as other teachers. [short-term, DIAND and provincial school boards]

Special equipment

III.20 Where special equipment is required (additional or special tape recorders, listening stations, etc.) there should be an equipment grant with suitable maintenance and replacement allowances. [short-term, DIAND and provincial school boards]

* Letraset

III.21 The syllabic letraset design should be completed and arrangements made for production and distribution to Native language arts programs. [short-term, DIAND, Native organizations]

* Syllabic typewriters

III.22 As syllabic typewriters are in short supply and the Olivetti machines are no longer being made in Canada, IBM syllabic typing elements should be produced and appropriate typewriters made available to Native language programs. With IBM machines and typing elements, one machine can type eastern syllabics, western syllabics, and English; or any combination. (Olivetti electric models can still be bought in orders of 25 or more.) [short-term, DIAND, Ministry of Education, Native organizations]

The special teaching material requirements of Native language enrichment and literacy programs must be recognized:

- there are few usuable published materials or models
- dialect and orthographic variation will require multiple versions of materials and suggest local development
- the number of students using any one set of local dialect/orthography materials will be small

Orthography

III.23 The orthography used in Native language programs should be that preferred by the particular community. In most communities in the project area, this means a variant of syllabics. Where more than one variant of syllabics is in use in the community, the community should select one for initial introduction in the program. Other variants can be introduced later. Information should be available to the community on:

(a) need for as large a literacy area sharing a common language variety and writing system as possible for efficient material production

(b) need to use a standard variety of syllabics for which typewriters are available

(c) decisions made at the Big Trout Lake conferences, conducted by DIAND in 1975 and 1976

(d) the amount of material currently available for each literacy area.

Where there is no strong syllabic tradition, information on standard roman orthography should be made available to communities.

Native language teachers should become familiar in their training with the principles of orthography selection and

reform; with the varieties of syllabics in use; and with standard roman orthography for Cree and Ojibwe. [short-term, DIAND, Native organizations, band councils, education committees]

* Materials development in general

III.24 The needed material can be prepared in the following ways:

- through work by instructors and students at training schools and workshops for Native language teachers
- by local instructors, where possible working with community language resource people, teachers, the Native language consultant, and techno-linguists
- by local adaptation of materials designed by the Native language consultant and techno-linguists [short-term, DIAND and Ministry of Education]

* Native language syllabus

III.25 A syllabus for Native language enrichment and literacy programs by grade level should be prepared, following the general curriculum guidelines of the Notebook. Included will be outlines of possible course content, teaching methods, required materials, and suggested resources. For programs in which Native literacy is second literacy, grades K-3 should stress oral language development and grades 4 and up should add literacy. Higher grades may add structure, literature, translation and interpretation. The Native language consultant will work with the schools in adapting the syllabus to local conditions. [short-term, DIAND and Ministry of Education]

Notebook

III.26 The Native language office of DIAND should continue expansion of the Notebook through the circulation of supplements. [short-term, DIAND]

*Board of Editors

III.27 A Board of Editors able to examine materials for adherence to local syllabic and editing standards should be available to anyone publishing Native language materials. Literacy material distributed for other than strictly local use should be cleared by board members for the appropriate literacy area. [short-term, DIAND, Ministry of Education, Native organizations]

Consultants producing models

III.28 The Native language consultants should work with local and professional specialists to produce model materials (reading kits, primers, games, etc.) and assist instructors to revise them for local use, if the model is not linguistically or orthographically appropriate. [short-term, DIAND, Ministry of Education]

*Local materials

III.29 The Native language consultant(s) and techno-linguists should assist instructors and communities in creating materials for local use. [short-term, DIAND, Ministry of Education]

*Newsletter

III.30 The Native language consultant(s) should circulate information on available services and materials to instructors and appropriate school and community members through a newsletter. [short-term, Diand, Ministry of Education]

*Adult materials

III.31 Adult syllabic instructional materials should be prepared. [short-term, DIAND, Ministry of Education, Native organizations]

*Syllabic style manual

III.32 Literacy area editorial and orthographic standards should be codified and included in a revision of the Syllabic Style Manual. [short-term, DIAND, Ministry of Education, Native organizations]

* Materials development centre

III.33 The ways in which a Native Language Materials Centre with local staff (writers, editors, printers, illustrators) can be funded should be explored. [long-term, DIAND, Ministry of Education, Native organizations]

* Translation and interpretation skills

III.34 Translation and interpretation skills should be taught in the Native language arts course in the upper grades. Translation and interpretation are linguistically complex skills. Students should not be asked to translate before they have developed these skills. short-term, DIAND, Ministry of Education and Faculties of Education]

* Linguistic research

III.35 Research is required to support the development of teacher training and teaching materials for the following language varieties:

1. Swampy Cree (n-Cree)
2. Moose Cree (l-Cree)
3. Severn Ojibwe (Sandy Lake Cree)
4. Severn Ojibwe (Big Trout Cree)
5. Northern Ojibwe (Lac Seul Ojibwe)

1 and 2 can be combined and 3 and 4 can be combined for studies such as reference grammars, but other more detailed descriptions such as orthography styles must be done separately for each language variety.

Research and materials of the following types are required for all language varieties:

(1) Grammars

a. Grammar sketch with paradigms

b. Word formation studies

c. Full reference grammar

(2) Lexical materials

a. Bilingual word lists, 3000-5000 items

b. Full bilingual dictionaries

c. Topic lists (kin, body, flora and fauna, place names, etc.)

d. Multi-lingual word lists

e. Monolingual teaching dictionaries

f. Word, stem and inflection frequency studies

(3) Orthography studies

a. Syllabic style manual

b. Roman orthography manual

c. Character, syllable, and phoneme frequency counts

(4) Texts

The required research can be undertaken in a number of ways:

a. By full-time linguistic staff or on contract (with or without a Native Educational Resources Centre)

b. By arrangement with research funding organizations (the Social Sciences and Humanities Research Council, National Museum)

These research materials must be practically oriented. Local committees should be involved in the lexical work and participation in this research should be required for techno-linguist trainees. [short-term, DIAND, Ministry of Education, Native organizations]

III. 36 NASL Native as a second language programs should be established for English speaking Native children on the same bases as Native language arts and enrichment programs for Native language speaking children. Recommendations made above about pay, organization, scheduling, staff relations, consulting and so on apply to NASL as well. [short-term, DIAND, Ministry of Education and provincial school boards]

* NASL core program

III.37 The development of the Algonquian and Iroquoian NASL core programs should be continued, maintaining their present, excellent standards. [short-term, DIAND, Ministry of Education]

High school

III.38 Guidelines should be established for Native first and second language courses at the high school level. [short-term and Ministry of Education]

Extended NASL

III.39 Having an additional subject taught through the medium of the Native language to increase the children's exposure to and opportunities for use of the Native language should be considered to extend the NASL program in the junior and intermediate divisions. See Part IV. [short-term, DIAND, Ministry of Education]

Varying proficiency in both languages

III.40 For classes with students of varying proficiency in English and the Native language (from Native dominant to English dominant) the following approaches should be used:

(a) the same language arts program cannot be offered to students who are basically Native language speakers as to those who are basically English speakers

(b) Native language as a subject of instruction as a first and/or second language should be offered even if there are relatively few students eligible for such courses

(c) peer tutoring in both English and the Native language — within one class or with older students helping younger ones — should be used

(d) oral language development in both English and the Native language should be a major part of the language program [short-term, DIAND, Ministry of Education]

* Dialect variation

III.41 In schools in communities which have several languages or dialects:

(a) a positive attitude must be maintained toward all languages and dialects represented. The school should actively represent variations as valuable differences, not deviance.

(b) one language or dialect should be chosen for use in the school Native language program and should be kept consistent throughout the child's school career

(c) other local varieties of the Native language can be studied comparatively in the upper grades [short-term, DIAND, provincial school boards and education committees]

* A second Native language

III.42 A second Native language could be taught as a subject for special purposes as in the Cree program at Big Trout Lake in which Ojibwe speaking children are taught Cree as an additional language. (See Appendix B.) [short-term, DIAND and provincial school boards]

* Translation and interpretation project

III.43 The results of the present translation/interpretation project should be taken into account when materials are being made for school programs. Similar methods should be used if new vocabulary has to be developed for teaching through the medium of the Native language. There will be a continuing need for such work. People who have worked on the project or who are subsequently trained as translators/interpreters will be valuable to Native language education as resource people for standards in writing and vocabulary. [short-term, Native organizations, DIAND, Ministry of Education]

Summary

This part covers Native language arts programs for English medium schools in which the Native language is the second language of literacy. Most schools in the project area now fall into this category. The team found that such Native language arts programs are poorly and sporadically funded and the instructors are undertrained and virtually unsupported by the resources of materials or help from consultants or school staff members. It is recommended that the community, band officials, DIAND and the provincial school boards carefully choose the correct program on the basis of community objectives and clear government policies about funding and other support for such programs. Native language instructors should get adequate training, be suitably paid and receive support in the school and from Native language consultants. Materials development should be continued and expanded in a variety of ways such as linguistic research, the training of techno-linguists, the development of literacy items such as style manuals, letraset and typewriter elements and translation/interpretation research. NASL program development should be continued and expanded to the other schools in which it would be appropriate. A Native Languages Educational Resources Centre could play an important role in the development of materials for Native language arts programs, in the training of personnel and in the provision of long term support to and coordination of Native language programs.

Short-term recommendations:

Work can be begun and continued on almost all recommendations in this part.

Long-term recommendations:

Native language instructors should eventually be certified specialists trained comparably to certified French language specialists, for example, and paid accordingly. Techno-linguists should be trained to carry out Native language and pedagogical development work on a dialect-wide basis. A Native language materials development centre should be set up perhaps in connection with a demonstration school or a Native Languages Educational Centre. Techno-linguists would be valuable in such a context.

Part IV: NATIVE MEDIUM PROGRAMS

This part covers programs in which subjects other than the Native language itself are taught through the medium of the Native language. Such subjects fall into two categories — one is subjects with Native oriented content taught through the medium of the Native language because it is culturally appropriate, because it extends the use of the Native language in the school or because the instructor is more comfortable teaching in the Native language; the other is subjects such as initial reading (reading in the Native language as a first language of literacy), mathematics or social studies taught through the medium of the Native language because the children do not understand or speak English well enough to study such subjects through the medium of English. In the schools we visited we found several examples of Native oriented subjects taught through the Native language for the sake of convenience or appropriateness. Religion was taught in the Native language in several schools, but we did not learn the reason why this choice of medium was made.

It has been pointed out several times in this report that clear objectives for program decisions are the only good basis on which to establish programs. This principle is especially important in the area of Native medium programs. The following discussion shows how Native medium programs could be used in two different types of communities with appropriately different objectives for the use of the Native language in the school. One would fit into the potential group C, English with Interpretation and Other Course(s), described in Part I.

The reason for teaching one or two subjects through the medium of the Native language would be to provide extra practice in the Native language. Such a rationale would be valid in communities in which the Native language had lost or was losing its dominance. It the children came to school speaking some English and some Native language, and if there was a great deal of English to be heard in the community, several Native medium courses could be established to provide extra practice to supplement a Native language arts course. In communities in which the children came to school speaking little or no Native language, Native

medium courses might be set up to supplement a Native as a second language program. Such courses are being taught elsewhere in the province in French to supplement French as a second language courses. The combination is called extended French.

If a decision is made to teach one or more courses in the Native language under such circumstances, the question of which course(s) becomes important. A common decision has been to teach a Native Culture course through the Native language. This decision is often made because vocabulary to discuss Native culture already exists in the language and appropriate teaching methods are also not usually any problem. Such courses would usually be introduced for a year or two in the junior or intermediate divisions when it can be assumed that the children have developed the Native language well enough through Native language arts courses to attempt taking a Native medium subject.

At the present, the team has the impression that many schools in the project area have not adequately considered what it is they wish to accomplish with Native medium courses and sometimes have not considered how Native medium courses fit into the total school curriculum. We think this because funding is often inconsistent and clear objectives for such courses have not been articulated. Also, teachers of such courses often have little chance to develop their skills or to discuss their programs with other teachers of similar courses.

In schools in which the children first come to school speaking little or no English, the purposes for using the Native language as a medium of instruction might be quite different. Although there might be a desire to extend the use of the Native language in the school to give the children more practice in the language or for cultural relevance as in the situation described above, it is more likely that the primary concern would be to get the content of the school curriculum across to the children in a language they can understand. Such objectives would indicate the use of programs such as a Vernacular Transition or a Maintenance Bilingual program (see Part I).

While the children were learning the school language of the province, English, they could continue their conceptual development by taking subjects through their mother tongue. The subjects chosen to be taught through the Native medium under this system would probably be the most important subjects in the curriculum. They would not likely be Native culture oriented since the school would make its strongest efforts to get across the most different concepts and experiences in the Native language. Native medium subject teaching would begin as soon as the children entered school and might taper off (a Vernacular Transition program) early in the junior division or some subjects might be continued in the Native language in order to continue the development of the Native language as in a Maintenance Bilingual program. Literacy would be taught in the Native language first not only for its own value but to facilitate subject teaching in other classes and to develop reading skills to transfer to reading in the second language, English.

Both kinds of reasons for introducing Native medium subjects (Native language maintenance and teaching subject matter) exist in almost all schools in the project area and vary depending on the language proficiency of the children, priorities for Native language learning, local attitudes towards the use of the Native language in the school and so on. The objective, stated in the People of Native Ancestry I document of the Ontario Ministry of Education, that Native children should be fully bilingual by the end of the junior division, can best be pursued in the project area through programs such as those described here. Chiefs, education committee members, band councillors, community members and school personnel to whom we described the possibilities of extended Native language involvement in the curriculum were generally interested in the idea. Manitoba has experimented with some success in Native bilingual education programs and Quebec started one this year. Recent research into the effects of this type of program (see the reference to Rudolph Troike's article in Part I) indicates that school adjustment, language, reading and even the learning of other content subjects by minority language pupils are likely to be improved in a good quality vernacular or bilingual education program over a regular majority language only program.

A key phrase in this context is "good quality". There is no point in embarking on Native medium programming without: (1) informed choice of the option by the community (as described in Section I), (2) clear short range and long range plans for implementing the program year by year and grade by grade, (3) the commitment to the idea by school personnel and community members who will have to devote extra effort into making the plan a reality, (4) short term and long term funding arrangements to cover a year of curriculum development before the program begins and continued materials development during the program, and (5) the training of staff. Work which has to be done for other Native language programs such as the choice of orthography and dialect to be used, the development of curriculum and materials, the selection or training of teaching personnel, the avoidance of cultural conflicts and so on is greatly intensified as the amount of Native language programming is increased. So far we have seen that most communities and schools have not been able to maintain, for whatever internal or external reasons, a good quality, 15 minute-a-day Native language program. The possibility of successful bilingual education programs being launched on a large scale in the study area right now is slight indeed. Nevertheless, this team encourages communities and schools in the study area to seriously consider the possibilities, to plan ahead and to begin now to develop the resources which will be needed.

Policy and Funding

We recommend IV.1 that a cooperative policy statement be drawn up at the Regional level of DIAND and the Ontario Ministry of Education stating what subject areas may be taught through the Native medium in a bilingual program and giving criteria which a school would have to meet in order to be permitted to initiate a bilingual program. The relationship of Native medium courses to parallel or similar courses in the regular English medium courses should be outlined. [short-term, DIAND, Ministry of Education]

Policy statement on bilingual education and Native medium courses

Changes in the Education Act

IV.2 that Section 229 of the Education Act of Ontario be amended to show a commitment to Native language use in the schools. PONA I already makes some policy statements with respect to Native languages on the part of the Ontario government but there is a need for that government to demonstrate its commitment through legislation as well. [short-term, Ministry of Education]

Funding policies

IV.3 that long-term and short-term funding policies both for Native oriented courses taught through the Native language and for Native medium programs of the Vernacular Transition and Bilingual Maintenance types be clearly articulated by DIAND and the Ministry of Education. Provision should be included for one year of preliminary preparation in the cases of Vernacular Transition and Bilingual Maintenance along with special support for the program — one year of support for every grade to be affected by the program. [short-term, DIAND, Ministry of Education]

Community Information and Decision Making

Circulation of information on bilingual education

IV.4 that detailed information about Vernacular Transition and Maintenance Bilingual programs be circulated to communities in the project area over several years using all the agencies and media available (Native organizations, schools, radio, newspapers, band councils, education committees and so on). [short-term, DIAND, Ministry of Education, Native organizations]

School language policy

IV.5 that every school take stock of the roles now being played by English and the Native language. Are both languages being used to maximum advantage? Is Native language learning being effectively promoted in the school? Are children getting enough exposure to English models? (We felt that non-Native teachers in remote schools who also speak some Native language would be best to use English all the time to their students in order to make maximum use of the children's opportunities to hear English. It happens

that just those things which the teacher knows how to say to the children in the Native language are those very things the children should be learning in English.) Does the school have a policy about language which would provide each staff member with a clear idea of his role in the language education of the children? [short-term, DIAND and provincial school boards]

If a Vernacular Transition or Maintenance Bilingual Program Is Decided On

At present, resources of various types are not available or fully enough developed to support a Vernacular Transition or Maintenance Bilingual program for any Native community in Ontario. In this report we have detailed needs in the areas of ESL and English medium programs, Native language arts and personnel training. A Vernacular Transition or Maintenance Bilingual program would have the same needs but intensified because of the increased role of the Native language and the additional pressure on the quality of the ESL program particularly in the early grades. Rather than reiterate most of the recommendations made in the other parts of this report, we will describe here the major types of development necessary for Vernacular Transition or Maintenance Bilingual programs and suggest where they parallel the recommendations made elsewhere.

In Part I and in other parts as well, means of deciding on and planning for programs are described. It is essential when a Vernacular Transition or Maintenance Bilingual program is in question that such steps are followed because many extra resources are necessary to support such programs (money, materials and manpower), because the community may see such programs as a radical departure in education, because a great deal of community support in materials development and classroom involvement is required and because long range planning is essential to the success of such programs. Once the decision is made to embark on a Vernacular Transition or Maintenance Bilingual program, the school and community members must make detailed short and long range plans in order to phase in the program with the present program of the school, provide for appropriately trained staff including consulting and coordinating personnel, and prepare and collect suitable

materials. As a rule of thumb, one preliminary preparation year should be funded and one year for every grade to be affected by the program. Funds must be allotted for hiring specially qualified teachers if necessary, hiring several community members to work on materials preparation, hiring or releasing a coordinator for the program and paying special consultants. Travel, tuition and expense money will probably be needed for visits to other communities with similar programs, for attendance at conferences on sites where relevant studies are being done, and for training programs. Materials must not only be developed but reproduced at a professional level of quality.

We recommend

IV.6 that the Steering Committee organized as a result of this report, DIAND, the Ministry of Education and the Native organizations collect information about Vernacular Transition and Maintenance Bilingual programs that are being implemented in Canada and elsewhere. These organizations should develop a package of information and planning guidelines to assist communities in drawing up detailed plans for such programs. [short-term, DIAND, Ministry of Education, Native organizations]

Information package on Vernacular Transition and Maintenance Bilingual programs

IV.7 that a Native Languages Educational Resources Centre should have as one of its purposes the provision of consulting services to help communities plan for Vernacular Transition or Maintenance Bilingual programs in the areas of linguistics, language pedagogy, materials development, personnel training and administration. [long-term, DIAND, Ministry of Education, Native organizations]

Native Languages Educational Resources Centre as consultant

IV.8 that a demonstration bilingual education program be established in a community which is interested in having a bilingual education program. Such a program could initially be the focus of the existing resources of personnel and materials in order to work out basic problems as the program is introduced at the rate of a grade a year. Once established

Demonstration program

it could serve as a demonstration of the program, provide some staff training and consulting for other programs, and provide either models or actual materials to be used in other programs. [long-term, DIAND, Ministry of Education, Native organizations]

A Vernacular Transition or Maintenance Bilingual program would necessitate changes in personnel or at least changes in the utilization of personnel for most schools in the project area. Native medium subjects must be taught by Native speakers who are trained and certified to take full responsibility for a classroom. As a stop gap measure, team teaching with non-Native speaking teachers and Native speaking classroom aides could be undertaken but we consider this an unfair and short-term solution. Training of Native speakers to be certified teachers will have to keep up with demand for personnel for Native medium teaching. This should include methods in teaching Native language literacy as a first language of literacy and in the special needs of teaching other subjects through the medium of a Native language particularly in the use of the experience approach and in materials adaptation and development. Programs such as the apprenticeship program mentioned in Part V and other possibilities should be initiated to train classroom aides and Native language instructors for full teacher certification with special skills in Native language medium teaching. Non-Native speaking personnel would become more specialized in a Vernacular Transition or Maintenance Bilingual program. It is most important that they have or acquire skills in ESL methods. English medium courses should be taught wherever possible by mother tongue speakers of English. It is possible that a school would have a high proportion of Native speaking personnel with a few mother tongue English speaking specialists for ESL and higher grade subject areas for the English part of the curriculum. Part V gives detailed recommendations about training and staffing which would be suitable for the needs of Vernacular Transition and Maintenance Bilingual programs.

We recommend IV.9 that Native language medium courses be taught by certified Native speaking teachers with special training in teaching in the Native language. [long-term, DIAND, Ministry of Education]

Release time

IV.10 that schools planning to begin a bilingual education program provide release time for teachers, assistants and others to plan their new roles. [long-term, DIAND and provincial school boards]

A good part of the preparation for teachers to teach Native language medium subjects must cover teaching methods and means of developing and adapting materials in order to overcome the fact that there will be a scarcity of suitable materials for some time. Materials development should begin at least one year before the Native language medium program is to be started in the classroom. At least one full time person should be employed to prepare such materials. Part III outlines areas in which work must be done for materials. Linguistic research is important. For example, orthography standardization is necessary for any written materials and particularly for Native language literacy courses; vocabulary standardization and development may be necessary in order to write consistently about subject areas which are not often discussed in the Native languages; and the study of dialect differences is important if materials are to be shared among communities. Dictionaries and reference grammars will be needed in any program which uses the Native language in any more than a superficial way. A reasonable volume of written material must be written or collected for use in Native language literacy programs, either for first or second language of literacy, if students are to become fluent readers. Written material must be edited and graded. Reading readiness materials must be developed for the special needs of Native language speakers and for the particular demands of learning to read syllabics (if syllabics is chosen).

For subjects outside the language arts area as well as for the reading program, care must be taken that cultural differences are taken into full account to avoid conflicts and to maximize learning about both cultures. Teaching styles and methods will have to be considered. Usable material should be collected from similar programs elsewhere and adapted. These considerations must not be taken lightly. Doing an adequate job of choosing appropriate topics for the curriculum and preparing detailed plans and materials should involve the

consultation of the program coordinator, the teacher, subject area specialists, language specialists and concerned community members. Consultants in English and Native language education, the cooperation of Native organizations, and coordination with other Native language development activities such as the Translation/Interpretation Project will be necessary. A Native Languages Education Centre, a demonstration school or both could be very useful in materials development for Native medium programs of any type.

Recommendations on materials development in this part can not be separated from the recommendations made in the rest of the report. As an absolute minimum we recommend:

Skills in development

IV.11 that in-services and consultants (in English and Native language education) be available for school personnel and community members to develop their skills in materials development and curriculum planning. [long-term, DIAND, Ministry of Education]

Summary

Courses might be taught through the medium of the Native language for two major reasons. One reason for teaching courses through the Native language would be for the purpose of reinforcing the Native language, or because the Native language is more convenient or appropriate for use with the subject matter. This requires careful planning particularly as far as the balance between English and the Native language is concerned in the light of the objectives for education in the school. The other reason for teaching subjects through the medium of the Native language would be in order to recognize that the students are highly proficient in their Native language and will learn content more quickly in it than if it is presented in an unfamiliar language. Such programs are Vernacular Transition or Maintenance Bilingual programs (see Part I). Reading may be taught in the Native language as a first language of literacy and/or other subjects such as mathematics or social studies may be taught in the Native language as well.

Program planning, personnel training and materials development are crucial factors in the success of such programs. The strongest recommendations made in the rest of the report are all relevant here. Also, cultural relevance of the content, language and teaching style must be taken into account.

Recommendations:

In the short term we recommend that DIAND, the Ministry of Education and the Native organizations collaborate to make short and long-term funding policies that could be applied to the development of Native medium courses for Native language enrichment and for children who do not understand English well enough to take the subjects in English (Vernacular Transition and Maintenance Bilingual programs). They should also develop an information package to help communities decide among the program options. Native medium courses should be very carefully planned for at the community and school level because of the effort and expertise involved in initiating them.

The discussion and recommendations added in this part concerning ESL, Native language as a first language of literacy, other subjects taught through the Native language, materials development and personnel training are the same as those in other parts of the report. Long-term recommendations are made regarding the qualifications of teachers in Native medium courses, demonstration schools, the role of a Native Languages Educational Resources Centre and so on. A great deal of ground work will have to be laid before Native medium programs such as Vernacular Transition or Maintenance bilingual programs should be attempted.

Part V: TRAINING AND PERSONNEL

Observations about teaching personnel

At present, teaching personnel are either:

(a) classroom teachers - regular training
(b) classroom teachers - specialized Native teacher training
(c) classroom assistants
(d) Native language instructors - NAFL
NASL

(a) Classroom teachers - regular training:

- training provided by many universities
- certified by the Ministry of Education
- university degree now required
- certificate and usually degree required to teach a classroom in northern schools (except for kindergarten which is often taught by a classroom assistant)
- part of training in some universities has included courses in ESL methods and Native studies
- trainees must speak English

(b) Classroom teachers - specialized Native teacher training:

- training provided sporadically by two universities
- training provided exclusively for Native teacher trainees
- certified by Ministry of Education
- university degree not necessarily required for certification
- certificate permits teacher to teach a regular classroom
- some Native teacher training has involved ESL methodology, structure of Native languages and writing in Native languages (courses varied)
- trainees are Native and must speak English

(c) Classroom assistants:

- training usually offered on university campuses
- training usually involves four six-week summer programs. Length of courses may vary and number of available courses has varied.
- training courses given and trainees certified by Department of Indian Affairs and Northern Development
- certification does not permit holder to teach a regular classroom alone (some do teach Kindergarten)
- many acting assistants have only part or none of this training
- ESL methods and aspects of Native language rarely taught
- classroom assistants usually employed in federal schools and in some provincial schools
- trainees always Native and must speak English

(d) Native language instructors:

NAFL

- training outlined is a 4 year 3-week summer program
- only one year ever given in Thunder Bay in 1978
- certification has not yet been established
- training focuses on writing and teaching Native languages as first languages
- trainees must speak a Native language

NASL

- 4 year program of 3-week summer training given and certified by Department of Indian Affairs and Northern Development (probably the best program of its type in North America)
- training focuses on teaching Native languages as second languages
- trainees must speak a Native language and usually speak English

We recommend

Pre-service ESL training

V.1 that the present Ontario government guidelines for the preparation of teachers to teach ESL be modified to include material relevant to northern Ontario schools and that this aspect of ESL be brought out in ESL training courses. [short-term, Ministry of Education]

Pre-service training for teaching (in) the Native language

V.2 that training in the structure and writing of Native language and in methods of teaching Native language orally and written as a first or second language should be an important part of the training of Native speaking personnel for northern schools:

(i) be a required set of subjects (choice of first or second language teaching methods) for training of all Native speaking trainees

(ii) be the focus of the program for NASL and NAFL instructors

(iii) be designed to accommodate monolingual Native-speaking trainees [short-term, DIAND, Ministry of Education and Faculties of Education]

V.3 that DIAND and the Ministry of Education cooperate in developing and certifying the content and format of Native language courses for Native language speaking trainees (structure, orthography, bilingual education including first and second language teaching methods. In the light of the fact that the NLTT NASL program has been so successful, it should be given first consideration. The NLTT NAFL outline, which is based on the strong points of the NASL program, should be adopted on an experimental basis and allowed to develop. [short-term, DIAND, Ministry of Education and Faculties of Education]

V.4 that the NLTT NAFL program be offered as soon as possible (summer 1980). [short-term, Ministry of Education, DIAND]

Observations: Status of classroom assistants and Native language instructors

At the moment classroom assistants have a stable place in northern schools partly because most have a valuable skill, fluency in the Native language. Many classroom assistants, even those with little formal training, have developed excellent teaching skills through observation and experience. Native language instructors, at least those who did not hold any other teaching position before, have not had the opportunity to observe in the classroom, to imitate trained teachers (since the subject matter they deal with requires a somewhat different methodology), or to practise on small lesson segments before launching into a full teaching load. This pressure and the uncertainty of funding for Native language programs have been major factors in the instability of Native language instructors (and their programs) in northern schools.

We recommend

V.5 that the requirements for Native teacher certification and Native language instructor, be articulated and standardized by DIAND, the Ministry of Education and participating universities with a view toward eventual teacher certification of these instructors. [long-term, DIAND, Ministry of Education]

V.6 that the category of classroom assistant not be considered a permanent personnel category but that DIAND, the Ministry of Education and faculties of education actively work toward staffing northern schools entirely with certified teachers (with the possible exception of monolingual Native language instructors). Special training and upgrading facilities should be provided to this end. [long-term, DIAND, Ministry of Education, Faculties of Education and provincial school boards]

V.7 that the obviously effective relationship between classroom assistant and classroom teacher be capitalized on. An apprenticeship program should be set up whereby classroom assistants could get a fair amount of their credits toward a teaching certificate by doing certain assignments under the direction of the classroom teacher. Credits in Native language teaching or ESL as well as other credits could be transferred from classroom assistant training for assistants with serious concerns about being away from home. Non-apprenticeship courses could be taught to groups of trainees in short intensive sessions at northern locations or to individual trainees by an itinerant teacher training facility. [long-term, DIAND, Ministry of Education, Faculties of Education and provincial school boards]

Apprenticeship

V.8 This method becomes particularly relevant in the context of vernacular transition or bilingual education programs. If such programs are to be instituted, schools must rely more heavily on their Native language speaking personnel. Instituting early vernacular programs is often considered impossible because of the scarcity of university-trained Native language speaking staff. With apprenticeship and team teaching between certified and Native classroom assistants or Native language teachers, this problem becomes to some extent less of an obstacle. [long-term, DIAND, Ministry of Education, Faculties of Education and provincial school boards]

Apprenticeship in vernacular programs

V.9 that all these training programs be offered consistently so the trainees can plan their programs and so that instructors will know what to expect of their students' previous training. [long-term, DIAND, Ministry of Education and Faculties of Education]

Consistency

Techno-linguists

V.10 that Native speakers, at least one for each dialect area, be trained to work as linguistic field workers to provide linguistic research and materials for schools with Native language programs. Their training should follow along the lines of that used for training techno-linguists in Quebec. This category of personnel must be recognized by the government agencies who would use their services and by the universities who would arrange for their training. [long-term, DIAND, Ministry of Education]

A techno-linguist is a consultant and technical support person for Native language programs who is fluent in a Native language and has certified training in appropriate technical areas of education, linguistics, and applied linguistics. There are many tasks essential to the development and maintenance of strong Native language programs that only a linguistically trained speaker, with full access to all the resources of the language, can perform. While certain specialized tasks remain for the outside language teaching consultant or linguist, many of their current jobs can be better done by a techno-linguist, resident in a Native community and working closely with Native language teachers.

Functioning within a Native Language Centre, the techno-linguist training program will provide university credit courses, some involving individualized instruction, centering on the language and language situation of the trainees. While primarily aimed at preparing the trainee for his job, they should also provide a base for future course work leading to a degree in education or linguistics.

Suggested course areas include: language arts teaching (first language), second language teaching, bilingual materials preparation, general linguistics, linguistic analysis, phonology and orthography, sociolinguistics, field methods and linguistic data processing, and Native studies.

The main activities of the techno-linguist will be: consultation, materials preparation, orthography standardization, and research.

Consultation. The techno-linguist will serve as a specialized Native language teaching consultant, visiting each class within the assigned area regularly. The techno-linguist will be available to educational authorities (band/provincial/federal) as a consultant in the planning and evaluation of Native language programs. The techno-linguist will be available to Native and government agencies as a consultant on Native language policy and will serve on the Editorial Board to ensure the linguistic and orthographic standards of Native language materials. While this includes policy on translation and interpretation, the position is not intended to be a translator's position.

Materials Preparation. The techno-linguist will have over-all responsibility in his region for the preparation of teaching materials. He will assess needs with the Native language teachers and will work with them, communities, and the Native Language Centre to create the necessary materials.

Orthographic Standardization. The techno-linguist will have the special responsibility of creating materials for school and community use to assist in standardization of the orthography (syllabic or roman) and will monitor orthographic standards in school materials.

Research. The techno-linguist will document the word resources of the language, both in the traditional realm (place names, flora and fauna, traditional customs, etc.) and in the contemporary area (neologisms), by maintaining lexical files and preparing specialized word lists, bilingual dictionaries and monolingual dictionaries. The techno-linguist will also document the grammatical resources of the language by maintaining usage files and by working with linguists in the preparation of pedagogical grammars and reference grammars. The techno-linguist will document traditional and contemporary oral and written forms of expression by recording, transcribing, and editing oral literature and by collecting and editing forms of written Native language expression.

Establishment of the position of techno-linguist will need the cooperation of all involved educational authorities, the Native Language Centre, and a university to create the certification program, recruit and fund students and staff, and create and fund the jobs. Such Native language specialists are now on the job in Quebec and undergoing training in British Columbia.

V.11 that some institution such as a university or cultural centre be approached regarding the establishment of a Native Languages Educational Resources Centre. Such a centre or centres would function as clearinghouses for resources relating to the improvement of Native education and also would offer some high quality instruction for teachers specifically interested in preparing themselves for teaching Native students. It is important that such centres: (i) be either northern in location so as not to seem overly remote to northern people, or that off-campus courses could be offered, (ii) have teacher training offered with students taking some courses under the auspices of the centre, (iii) offer courses in Native language structure, orthography, bilingual education and first and second language teaching methods, (iv) have faculty members with expertise in teaching of skills related to language in Native education, (v) carry out research and materials development relating to Native language education, (vi) coordinate training of classroom assistants and Native language instructors, with instructors for such training being hired on a part-time basis, (vii) offer courses to non-degree seeking students, (viii) offer special courses which prepare Native people for non-certified teacher positions, and (ix) offer courses involving Native languages in such a way that students from whatever Ontario Native language or dialect background get equally language-relevant treatment. [long-term, DIAND, Ministry of Education]

Native Languages Educational Resources Centre

V.12 that programs such as summer programs for classroom assistants and Native language instructors (NASL may be an exception but there would be many advantages to including it with the others) be held at one location, either the campus of the university or other institution that is to become the Native Languages Educational Resources Centre or other institution in some other location with

Location for summer programs

suitable accommodation and facilities so that resources can be maximized in providing some basic training for as many trainees as are able to come to a central location. When the courses are better established and a corps of school personnel with some northern language training are in the schools, then alternatives such as a course with itinerant faculty visiting the home communities of the trainees or courses with altered timing such as six one-week sessions spread out during the year should be experimented with. long-term, DIAND, Ministry of Education and Faculties of Education]

In-service and post-certification training: Observations

(a) Classroom teachers - regular training
(b) Classroom teachers - specialized Native teacher training

Classroom teachers:
- can take summer courses in ESL teaching for specialist standing on their certificates
- can take Native studies summer courses
- can take correspondence courses in a limited number of subject areas
- can sometimes get a university credit course in a Native language on campus or in their northern community
- can ask for professional development activities in ESL
- can take the Native Language Teacher Training program if they speak a Native language
- can attend conferences

(c) Classroom assistants

Classroom assistants:
- can ask for professional development activities in ESL
- can take the Native Language Teacher Training program if they speak a Native language
- can attend conferences

(d) Native language instructors

Native language instructors (NAFL) (NASL):
- can take the Native Language Teacher Training program
- can attend conferences
- have access to consultant services on request

We recommend

V.13 that English speaking teaching staff be given a small pay incentive to improve their ESL qualifications. [short-term, DIAND and provincial school boards]

ESL training - classroom teachers

V.14 that some universities be approached regarding the possibility of having a credit ESL correspondence course or winter courses on location. [short-term, DIAND, Ministry of Education and Faculties of Education]

Native language background information for classroom teachers

V.15 that informational material on the Native language be prepared and distributed to teachers who do not know the Native language. Such material will need to be written and should consider such topics as:

(a) Background of Native languages
(b) Types of language problems in the schools
(c) Native language, ESL, and bilingual program types
(d) A language learning guide to help the teacher learn something of the Native language
(e) A brief phrase book (and recording) in the language of the community
(f) An introduction to syllabic writing

This information should be incorporated into the Ministry of Education credit course "Teachers of Native Children". [short-term, DIAND, Ministry of Education]

Native language instructors and Native personnel

V.16 that Native speaking teachers and classroom assistants who have completed their qualifications be encouraged to take Native language structure and orthography and that any school personnel teaching the Native language as a subject or medium of instruction be required to take credit courses in Native language structure, orthography and methods courses as soon as possible. [short-term, DIAND, Ministry of Education and Faculties of Education]

Native language courses for teachers

V.17 that university credit Native language courses be available off-campus or as correspondence courses so that non-Native speaking personnel can study the local Native language over the winter and obtain university credit for it. [long-term, DIAND and universities]

V.18 that Native speaking teaching staff be given a small pay increase for improving their Native language teaching qualifications. [short-term, DIAND and provincial school boards]

V.19 that workshops in aspects of Native language teaching be held regularly and often for Native speaking school personnel. [short-term, DIAND, Ministry of Education]

V.20 that facilities be made available for Native speaking personnel who have completed their qualifications for certification at whatever level to come to the Native Languages Educational Resources Centre or wherever a Native language education course is being held to refresh their training, continue contacts or work on special projects in materials development or research. [long-term, DIAND and provincial school boards]

V.21 that Native speaking personnel be encouraged and funded to attend conferences on language and Native education. [short-term, DIAND and provincial school boards]

Observations: Consulting services

Consulting services for ESL are inadequate in northern schools and very few of the teaching personnel in ESL situations have any training in ESL; the few consulting services available have to cover all areas of school problems.

Consulting services for Native language education are inadequate:

(1) in federal schools because the one consultant for the region is responsible for too many programs and visits schools on an invitational rather than a regular basis;
(2) in provincial schools because the consultants for Native language programs have to cover at least all areas of school language problems and other issues as well in the many schools they go to
(3) local schools are not always aware of the range of services they can request.

We recommend

V.22 that consultants and supervisory personnel for federal schools should start an active campaign to acquaint northern school staff with methods, materials, resource books and reference materials on ESL. Regular workshops on ESL should be held, rather than just on request. [short-term, DIAND]

Consulting services

V.23 that arrangements should be made for the staff of provincial schools in which the children are mainly Native speaking, to attend ESL workshops given at nearby federal schools and to share any materials circulating in the federal system concerning ESL methods and materials. In return, the Ontario government staff members responsible for ESL from various Ministries should contribute what ESL materials, guidelines, information on resources, etc. they have to both northern federal and provincial schools. [short-term, Ministry of Education and DIAND]

V.24 that the federal school system needs Native language consultants, particularly in the northern areas, in the proportion of about one Native language consultant to each ten schools which have Native language programs, or which have mainly children who speak a Native language as their first language. With Native language receiving non-discretionary funding and the possibility of vernacular transition or bilingual programs being instituted, there will be an intense need for practical supervision and direction.

A Native language consultant should have extensive experience in elementary language education and curriculum development. S/he should have some experience with Algonquian linguistics or should be able to work closely with an Algonquian linguist. After they have been trained and have gained some experience in the field, the techno-linguists can take over some of the duties of the Native language consultant. [short-term and DIAND]

V.25 that for the few provincial schools in which NAFL programs would be appropriate, it would be most efficient if the provincial government made an arrangement to share the services of one or several of the federal Native language consultants. The Ministry of Education should find an appropriate person with Native and second language teaching experience to supervise the NASL program in its schools. [short-term, Ministry of Education]

V.26 that every Native language instructor be assigned a classroom teacher to work regularly with on plans, methods, materials and evaluation. This teacher should regularly attend the Native language class to help out with the children and to make suggestions about improvements. This team should meet frequently with the Native language consultant. The consultant can have the classroom teacher act as a resource to monolingual Native language teachers for teaching materials and ideas described in English sources. There may be some way in which this three-way relationship can be organized to create activities which will result in the Native language teacher's receiving credit toward his certification as a Native language teacher or perhaps as a classroom assistant. [short-term, DIAND, Ministry of Education, Faculties of Education and provincial school boards]

Summary

Part V describes the present qualifications of teaching personnel in northern schools and surveys what kind of training is available for various categories of these personnel. For certified English speaking teachers, it is evident that too few have any ESL teaching methodology training and it is recommended that the present Ontario guidelines for training ESL teachers be modified to include material relevant to northern schools. In terms of training teachers already in classrooms, it is recommended that they be encouraged through small pay incentives to get further ESL training, that some universities be approached regarding the possibility of offering correspondence or local credit courses in ESL methodology, that workshops on ESL be offered on a regular and consistent basis, and that there be cooperation between DIAND and the Ministry of Education in providing in-service ESL training for teachers.

In terms of pre-service education for Native language instructors, it is recommended that courses presently planned be offered consistently, that planning and evaluation of courses continue, that a course in NAFL training be offered immediately, and that requirements for Native teacher certification and Native language instructor be articulated and standardized by DIAND, the Ministry of Education and participating universities with a view toward eventual certification of all personnel. In terms of training non-certified instructors already in classrooms, it is recommended that they be encouraged through small pay incentives to get further training, that workshops on aspects of Native language teaching be held regularly and often, that consulting services are available through the cooperation of DIAND and the Ministry of Education for Native language teachers in both federal and provincial schools. Recommendations concerning the eventual teacher certification of paraprofessional personnel through apprenticeship programs are made.

Finally, recommendations are made regarding the establishment of a Native Languages Educational Resources Centre. The functions and characteristics of such a centre are described, and as a long-term goal for DIAND and the Ministry

of Education, the establishment of such a centre is seen as an important and potentially extremely useful goal. The training of techno-linguists is also described as a long-term goal to provide Native speaking personnel with background in language analysis for each dialect area.

Appendix A

LISTS OF ESL PROGRAMS AND ACTIVITY BOOKS

The programs and other materials books in these lists are a selection from among many. They are all popular, fairly easy to obtain and recommended by North American language teachers. Most of this material has aspects of form, function and experiential language teaching in it. Check the notes to see what the main emphasis is.

ESL PROGRAMS FOR ELEMENTARY SCHOOL

Alexander, L.G. and Dugas, Andre
Look, Listen and Learn (Canadian Edition)
Toronto: Longman, 1973
- age 10-12
- based on language forms
- primarily ESL for francophone children

Broughton, Geoffrey
Go
London: Longman, 1976
- age 5
- does not assume that children can read
- teaches oral skills and introduces reading as first literacy.

Kerman, Doris
Steps to English
New York: McGraw-Hill, 1974-5
- lower or middle elementary
- assumes children are literate in their first language

Marguardt, William F., Miller, Jean H., and Hosman, Eleanore
English Around the World
Glenview, Illinois: Scott, Foresman, 1970
- K to 3
- assumes children are not literate
- oral skills and reading based on language forms

Marquis, M. and Saindon, R.
Introducing English
Toronto: Holt, Rinehart and Winston, 1968.
- early elementary
- assumes children are not literate
- introduces oral skills and reading
- language forms in contexts

Mellgren, Lars and Walker, Michael
Yes! English for Children
Reading, Massachusetts: Addison-Wesley, Pub., 1977
- K-3
- assumes children are not literate
- introduces oral skills and reading
- language forms in contexts

National Council for Teachers of English
English for Today (Canadian Edition)
Montreal: McGraw-Hill, 1976
- older elementary students
- assumes children are already literate
- based on language forms

Slager, W.R.; Goodrich, H.E., Krear, S; and Johnson, B.C.
Core English
Lexington, Massachusetts: Ginn and Co., 1971
- early elementary - K-3
- oral skills and reading readiness
- based on language formed in situations

Wright, Andrew, Hawkes, Nicholas, and Betteridge, David
Kaleidoscope: English for Juniors
York: University of York, 1974
(distributed by Hachette)
- for the junior division
- does not assume literacy
- oral and reading skills introduced
- functional in approach

ESL PROGRAMS FOR HIGH SCHOOL

English Language Services
English This Way
New York: Collier-Macmillan, 1963-65
- secondary students
- based on language forms
- beginning and intermediate ESL learners

Finocchiaro, Mary
Learning to Use English
New York: Regents, 1966-68
- junior high and high school
- based on language forms
- beginning and intermediate

Lado, Robert
Lado English Series
New York: Regents, 1970
- secondary or older students
- beginning to advanced ESL learners

Mellgren, Lars and Walker, Michael
New Horizons in English
Reading, Massachusetts: Addison - Wesley, 1974
- Secondary and older students
- beginning and intermediate ESL learners

Sampson, Gloria P.
New Routes to English
Toronto: Collier-Macmillan, 1978
- secondary or older students
- based on language forms and functions

Slager, William R., project director
English for Today (2nd edition)
New York: McGraw-Hill, 1972
- junior high school and high school
- based on language forms with communicative activities
- works on reading and writing as well as oral

Wardhaugh, Ronald et al.
English for a Changing World
Glenview Illinois: Scott, Foresman and Co., 1976
- secondary
- language forms in situational contexts.

SUPPLEMENTARY FUNCTIONAL ACTIVITIES

Primary

Development Learning Materials
Shopping Lists Games I and II
Niles, Illinois: Development Learning Materials
- oral practice, also reading and alphabetizing
- using money, buying items

Dorry, Gertrude Nye
Games for Second Language Learning
New York: McGraw-Hill
- all levels

Dunn, Lloyd, M. and Smith, James O.
Peabody Language Development Kits
Circle Pines, Minnesota: American Guidance Service, Inc.
- K-3
- designed for native speakers but can be adapted for intermediate and advanced primary ESL

Adults and Secondary

Alexander, L.G.
For and Against
London: Longman
- advanced ESL
- practice in a discussion format

Alexander, L.G.
A First Book in Comprehension, Prices and Composition
London: Longman
- beginning ESL
- supplementary writing activities to a basic ESL
- British

Alexander, L.G.; Vincent, Monica; and Chapman, John
Talk It Over
Longon: Longman
- intermediate ESL
- practice in a discussion format

Allen, J.P.B. and Widdowson, H.G.
English in Focus
London: Oxford University Press
- advanced ESL
- textbooks to prepare students to read in their special fields of interest - physical science, mechanical engineering, workshops, medicine

Allen, Walter, P.
Easy Crossword Puzzles
Portland, Oregon: English Language Services, 1956

Byrne, Donn
Functional Comprehension
London: Longman
- intermediate ESL
- examples of varieties of writing with exercises
- British

Byrne, Donn; and Holden, Susan
Follow It Through
London: Longman
- intermediate ESL
- role play and different types of writing
- British

Corcoran, Eileen
Meeting Basic Competencies in Reading
Phoenix, New York: Frank E. Richards Publishing Co. Inc., 1977
- intermediate ESL learner
- reading everyday items such as labels

Croft, Kenneth; and Brown, Billye Walker
Science Readings for Students of ESL
New York: McGraw-Hill, 1968
- advanced ESL
- upper secondary or pre-college level content

Dixey, James; and Rinvolucri, Mario
Get Up and Do It
London: Longman
- mime and role play activities

Dorry, Gertrude Nye
Games for Second Language Learning
New York: McGraw Hill
- all levels

Eisenberg, Anne
Reading Technical Books
Englewood Cliffs, New Jersey: Prentice-Hall, 1978
- advanced ESL
- sample science text material and exercises

English Language Services
Special English Series
New York: Collier Macmillan International, 1966-72
- intermediate to advanced
- books of interest to people in a wide variety of professions

Goltry, M.
Forms in Your Future
New York: Learning Trends, 1973
- practice in filling forms - vocabulary
- American forms

Hall, Eugene, et al.
English for Careers
New York: Regents, 1976
- ESL for learners in a variety of career fields

Jones, Leo
Functions of English
London: Cambridge University Press
- advanced ESL
- role playing and paired language practice

Lawrence, Mary S.
Reading, Thinking, Writing
Ann Arbor: University of Michigan Press, 1975
- communicative writing skills for a number of different purposes

Maley, Alan, and Duff, Alan
Drama Techniques in Language Learning
London: Cambridge University Press

Methold, Kenneth; and Methold, Chuntana
Practice in Medical English
London: Longman, 1975
- advanced ESL
- example texts, vocabulary, drills, exercises

Reader's Digest
Science Reader
Pleasantville, New York: Reader's Digest Education Division, 1974
- intermediate ESL
- texts with exercises and glossaries

Royds-Irmak, D.E.
Beginning Scientific English
London: Thomas Nelson
- readings with exercises
- - British

Rusthoi, Daniel
Prevocational English
Silver Spring, Maryland: Institute of Modern Languages, 1974-77
- beginning and intermediate ESL
- vocabulary and language development
- map and chart reading and other vocational skills

Turner, Richard H.
When People Talk on the Telephone
New York: Teachers' College, Columbia University Press, 1964
- telephone use, etiquette, etc.

Wakeman, Alan
Jabberwocky: The Mastery/Mystery of English Game
London: Longman
- ESL all levels

Wright, Andrew; Buchby, Michael; and Betteridge, David
Games for Language Learning
London: Cambridge University Press, 1979

Yorkey, Richard C.
Study Skills: For Students of English as a Second Language
New York: McGraw-Hill, 1970
- intermediate or advanced ESL.

Appendix B

SUMMARY OF NORTHERN NATIVE LANGUAGE SURVEY

(September, 1979)

Nearly every school in the survey area (DIAND James Bay, Nakina, and Sioux Lookout Districts) reports an existing, past, or planned Native language program. While the greatest emphasis is on the teaching of syllabic literacy to children speaking a Native language, other types of language programs or program components exist in the area. Besides the NAFL (Native as First Language) programs, which include the syllabic literacy, language enrichment or development, and Native language as a medium of instruction programs, there are NASL (Native as Second Language) programs teaching a Native language to speakers of English or another Native language.

Information for this preliminary survey of programs draws on the following sources:

(1) The completed 1979 Ontario Native Language Questionnaires from most federal and some provincial schools in the Nakina and Sioux Lookout Districts.

(2) Reports submitted by Native language teachers, principals or band councils from many of the communities.

(3) Additional informal reports from Core Team members with experience in Native language programs.

No information was submitted on Aroland (Nakina), Ogoki Post, Summer Beaver, and many of the Ministry of Education schools. Enrollment figures are missing from Cat Lake, Poplar Hill, and Sachigo. Class scheduling and teacher pay and training data is missing from James Bay.

The available enrollment information is summarized in the following chart. It includes total Native Language enrollments for each district, breakdowns for NAFL and NASL programs within each district and a total with breakdowns for each major language and dialect/literacy area within each program type and district. Enrollment figures are approximate at best and have been rounded off. Mixed classes involving both NAFL and NASL students have been placed under the program type that the majority of each class is estimated to be in. Language and dialect/literacy areas are in accord with recent linguistic surveys, rather than the reported English self-designation. Thus the languages of the Sandy Lake and Big Trout Lake areas (except for Fort Severn), although locally called Cree or Cree-Ojibwe, are linguistically classified as Ojibwe. Due to missing data, the enrollment figures for Northern Ojibwe area classes are low.

	District Total	NAFL						NASL			
			Cree		Ojibwe				Cree		Ojibwe
		NAFL Total	Swampy	Moose	Sandy Lake Cree	Big Trout Lake Cree	Northern Ojibwe	NASL Total	Swampy	Moose	Northern Ojibwe
James Bay	1,080	700	700	-	-	-	-	380	-	380	-
Nakina	515	110	-	-	-	-	110	405	95	-	310
Sioux Lookout	1,035	1,010	45	-	240	540	185	25	(15)*	-	25
TOTAL	2,630	1,820	745	-	240	540	295	810	95	380	335

* Swampy Cree as a second language at Big Trout Lake.

Program Types

In discussing the program types, we make a further distinction between programs using the Native language as a medium of instruction and those using the Native language as a subject of instruction.

Native Language as a Medium of Instruction

The Native language is used as the classroom language in which school subjects are taught and classroom procedure is carried out. The following kinds of program components have been reported:

A. transitional kindergarten and grade one classes. Junior kindergarten, senior kindergarten, or grade one classes are conducted in the Native language in at least three schools. In the reported classes the teacher is a classroom assistant. Oral English is introduced as a subject. Such programs are termed transitional since the aim of them is to acquaint the child with the school situation and basic academic concepts in the language he is dominant in, the language of his home and community. In later grades, English replaces the Native language as the main medium of instruction. It is likely that communities other than the three specifically reporting this may have such programs, but do not report it as a Native Language program.

B. transitional use of Native language in the higher grades. Classroom assistants or Native teachers in higher grades use the Native language to help students understand the English used as the medium of instruction and to direct classroom and school procedures. Students may use the Native language actively in asking questions or soliciting help and may receive answers or help in English. While only one school specifically reports such transitional use of the Native language, it has been observed in other schools in the area.

C. Native language as a medium of instruction for cultural enrichment classes. Cultural enrichment classes, most often craft classes, are taught by community members who use the Native language exclusively or primarily. Story telling by community elders, mentioned in the majority of programs, may also be included here when the aim is the transmission of the story content or theme. Future plans for one community include instruction in Native Studies in the higher grades in the Native language.

D. Native language as the medium of instruction in other subjects. Three communities mentioned religious instruction offered by community members in the Native language; one mentions instruction in outdoor skills in the Native language and plans instruction using the Native language in industrial arts, home economics, and environmental studies within science.

Native Languages as Subject of Instruction

In such programs oral language skills (understanding and speaking) and the literacy skills (reading and writing) are themselves the subject being taught. In a NASL program the language of these skills is different than the mother tongue of the students; in a NAFL program the language which is the subject of instruction is the same as the mother tongue of the students. NASL programs may teach only the oral skills or the oral and literacy skills; NAFL programs involve building on and developing the Native language oral skills the child already has when he begins school and typically emphasizes the literacy skills. The language being taught may or may not be the medium of instruction.

A. NASL for students speaking mainly English

Where the students speak mainly English, whether or not they also have some limited skills in the Native language, the Native language is taught as a second language. Six communities in the survey areas report such NASL programs. They range from communities where no or few of the children have any Native language skills to those where language shift has just started and classes are mixed: some students know the language and others do not. The program used for NASL classes may follow closely that designed for NASL classes in southern schools. Formal Native language instruction for non-Native staff was proposed by one community and another specifically notes that one function of the Native language instructor is to help regular teachers learn some Native language.

B. NASL for speakers of other Native languages

In several schools of the Sioux Lookout district students are introduced to the neighbouring varieties of the community's language through visits to the classroom by speakers, tapes, and syllabic booklets. In one Ojibwe speaking community the higher grades are introduced to Swampy Cree as it is the language primarily used in the local church.

C. NAFL enrichment and development

In a NAFL enrichment and development program the teacher helps the Native speaking child develop his language skills through study of vocabulary, sentence patterns, formal grammar, and oral literature. Several schools indicate this as a main function of the NAFL program in K-3. When literacy skills are also taught, the content of the lessons may be directed toward oral language development. In one community the elimination of a "subdialect" is stated as a specific objective.

Syllabic Literacy Programs

There are two kinds of literacy programs in the schools of the survey region. Every school teaches English literacy in the standard English alphabet and most schools on reserves also teach Native language literacy in one or another variant of the northern Algonquian syllabary. The two literacy programs differ in more ways than just the orthography and language used.

As in most Ontario schools, the teaching of English reading and writing in northern schools is solidly embedded within a language arts sequence in the curriculum. Certified teachers, highly schooled as users of literacy and specially trained in language arts instruction, are armed with curriculum guides, textbooks, workbooks, prepared seatwork, and other teaching aids. For most children in the survey area their first literacy instruction comes in their second language, English, rather than in their mother tongue, the language of the home and community. They must first be prepared by a program of oral English as a second language instruction before they can fully benefit from English literacy instruction.

While the Native language is the children's first language, literacy in it is the second literacy they are taught. If some funds are available and the community and school see syllabic literacy as a need, an hour or so a week may be given over to syllabic literacy instruction as an educational extra, part of a cultural education program. Rarely is it viewed as part of the total language arts curriculum. The preparation of the instructors, the curriculum guides, and the instructional materials do not begin to match those of the English literacy program. Every syllabic instructor is a pioneer, entering the classroom without the generations of distilled experience that English literacy teachers have to build on.

It is not very clear what schools and communities expect of the syllabic programs. It may be seen, once the local attitudes toward and functions of Native language and literacy are studied, that syllabic literacy instruction need not be modelled on English literacy instruction. Whatever form the

syllabic program is to take, however, work will be needed on the classification of goals and objectives, curriculum, materials development, and instructor preparation.

In the following section information from the survey reports on syllabic literacy programs is reviewed under these headings: curriculum, scheduling, methods, materials, instructor selection and training, and working conditions.

Curriculum

Three schools submitted curriculum guidelines for their syllabic literacy programs. These have probably not yet been fully implemented and evaluated since they have not been used for very long. Much of the material required for full implementation has not yet been created.

The other schools have no curriculum planning but "day-to-day" instruction. Principals and committees report "no identifiable sequencing of lessons", "all lessons ... taught at the same level to each grade", and "little continuity". Reports recommend centralized design of curriculum guides and instruction in planning and lesson preparation as part of any instructor training course. Both parents and schools need to consider the position of syllabic literacy instruction within the school's language arts curriculum as well as within the cultural enrichment program.

Scheduling

The total time for syllabic instruction over a child's education, the total time for it within a grade level, and the length and distribution of syllabic classes within the school week vary considerably. In most schools, concentrated syllabic literacy instruction begins in grade 3 or 4, after English literacy, and extends to the highest grade in the school (8 to 10). As yet, few students have completed a full cycle of syllabic courses: students at the highest grades may have received only two or three years of instruction. Funding and staffing problems have resulted in cancellation of instruction or limitation of it to a term or less in some school years.

In three schools there are daily NAFL classes of fifteen to thirty minutes in length. In most other schools each student receives one to three periods of syllabic instruction a week, with the total weekly average time being less than one hour. One community reports that one hour is enough because other subjects must not be squeezed out. In general, however, the time devoted to syllabic instruction seems more dependent on the funding available than on a consideration of goals, program needs, and relation to the school's total curriculum.

Methods

It is possible to get only a limited notion of what actually goes on in the syllabic classes from the survey reports. Observation of classes is essential for planning instructor training. Current classroom methods,

while lacking the range and depth of those used in English literacy classes, may be appropriate for the goals communities now have for their syllabic programs.

Syllabic instructors use an analytic approach, teaching first the identification of the syllabic characters by rote memorization of the syllabary chart. Flash cards and games may be used to support the character recognition and production skills. Word lists and short sentences are written on the board and copied by the students. Stories may also be copied, but most basic instruction seems to stop at the character and word level. Seatwork sheets are commonly used but it is not clear which skills are required in them. Although the teaching of translation skills is not mentioned in the reports, it is clear from some of the comments that translation to and from English is used as an instructional technique in syllabic literacy programs.

Certain characters and writing conventions (finals used to write single consonants, W-dots, and punctuation marks) while essential, are viewed as extras and relegated to higher grades. It is reported that even after a few years of instruction, students forget characters or can read words only with picture or English cues. Little use is apparently made of synthetic and language experience approaches to literacy instruction although these were stressed in the Notebook for Teachers of Algonkian Languages and the 1978 syllabic instructors course.

While use of DIAND and locally prepared reading materials is mentioned, there is no indication of how these are used. Experience with older students suggests that decoding skills are stressed over reading for meaning. There is little indication of the teaching of composition and creative writing beyond the writing of legend material. Testing is rarely mentioned.

Although community evaluations of syllabic programs were not documented, the schools often mentioned that the programs have been ineffective from their terms of reference and as one instructor wrote, "little progress has been made." The lack of varied methods and stimulating materials detracts from the attractiveness of syllabic programs. Principals note that both instructors and students are bored by routine and monotonous syllabic classes.

Materials

The lack of ready-made syllabic teaching aids and reading materials is the most common complaint of instructors. Outside of a limited number of religious texts, newspapers, and DIAND published readers, all materials must be prepared locally. Even if more published materials were available, they would be useful only as models for local production because of language and dialect differences and local variations in syllabic orthography.

Nearly every school reports some local material: flash cards, syllabic character and word recognition games, seatwork sheets, and readers. Some have been quite creative in adapting English literacy or Algonquian as a

second language materials. The third edition of the Notebook for Teachers of Algonkian Languages has been very influential.

There is still too little appropriate, stimulating material to support even current programs. A few communities have had older students write material for classes, but as one report noted, these students are not themselves expert enough writers to produce good materials. While community elders may tell stories to be taped in support of oral language programs, there were no reports of community involvement in materials development. Only one community had found outside funds (Canada Works) for the production of classroom aids.

Materials requested include: picture sets, master sets of seatwork, graded workbooks, readers, ready made charts, songbooks, reference books such as dictionaries, and teachers' manuals in the local language. The need for consulting services and new ideas was mentioned. Some schools also request additional A-V equipment, reproduction equipment, and syllabic typewriters.

Instructor Selection and Training

The availability of skilled Native language instructors willing to work for current wages is a major problem. While in some communities the instructors have served for several years, other communities report considerable turnover. Teaching NAFL programs generally is a part time, minimally rewarded job and it requires an instructor with a personal commitment to it, willing to learn new

methods. An explicit selection process was reported by only one community and only a few schools have a list of duties and qualifications.

Only three of the present syllabics instructors attended the one course which has been offered. Several others have had some teacher training or classroom assistants' courses which included a Native language component. The need for syllabic instructor training was widely recognized; areas such as curriculum planning, lesson design, methodology, and materials development were mentioned as important components of any program but there were no suggestions as to what form the program should take.

Working Conditions

In all but one community, the syllabic instructor is an itinerant going from class to class and works alone without the support of NAFL other instructors in the same community. One instructor specifically mentioned his interest in sharing materials and information with other instructors, but opportunities for this, so far, have been limited. Several instructors want either a Native studies classroom or space for preparation.

As with other aspects of syllabic programs, the wages of part time syllabics instructors are determined more by availability of funds than by any other factor, although guidelines have been circulated from DIAND. The average wage is $4.00 to $6.00 an hour, with total weekly salary ranging from $5.00 upward. The classroom assistants who teach syllabics are in the best position because they have regular salaries. Recently one school appointed a full time syllabics instructor to be paid from principal's relief funds.

Appendix C

NATIVE LANGUAGE INSTRUCTOR'S PAY GRID

Suggestions for Salary grid:

a) for teachers with N.L.T.T. graduation and 2 years of education beyond senior matriculation (note that N.L.T.T. graduation is considered equivalent to one university year, and proceed through the other levels of the grid accordingly):

- full time teachers - $\frac{10}{12}$ of level one language teaching sub-group grid.
- half time teachers - $\frac{5}{12}$ of level one language teaching sub-group grid.
- hourly rate teachers - $\frac{1}{5}$ of rate of full time teacher X number of hours worked per day, plus some reasonable upward adjustment.

b) for teachers with N.L.T.T., with less than 2 years of education beyond Senior matriculation,

full time - $\frac{10}{12}$ of (grid - $2,500)

half time and hourly - computed from base figure for full time teachers.

c) for teachers without N.L.T.T. graduation: Salaries grids (a) and (b) above should be considered to include the following flat rate (for full time teachers):

- 1 year N.L.T.T. - 250
- 2 years N.L.T.T. - 500
- 3 years N.L.T.T. - 750
- 4 years N.L.T.T. (grad.) 1,000

To compute salaries for teachers without N.L.T.T. (or equivalent) deduct the appropriate amounts from the (a) or (b) figures.

d) It is expected that N.L. teachers under (a) above will be prepared to be in charge of the class they are teaching. For teachers under (b) and (c) above, a suitable upward adjustment in salary should be made if the teacher is to be in charge.

NOTE: If any other applicable federal pay scale advantages the N.L. teacher at any point, the higher scale should supercede this one at that point.

Appendix D

Program for Teachers of Native Language Enrichment & Literacy

Structure -	NEL - 100	Introduction to Algonkian language structure. 14 hrs.
	NEL - 101	Introduction to syllabic orthegraphic principles. 14 hrs.
	NEL - 200	Continuation of the structural study of the language by the inductive approach. 14 hrs.
	NEL - 201	Reading of selected syllabic texts from various dialect areas and syllabic traditions in Ontario, for comparison purposes. Proofreading & correcting of unedited text. Selected syllabic "spelling" activities. 14 hrs.
	NEL - 300	Continuation of the structural study of the language with the student assuming increasing responsibility in problem solving. 14 hrs.
	NEL - 301	Implications of sound Patterns to the development of an orthographic system. Introduction to Roman orthography. 14 hrs.
	NEL - 400	Guided individual projects in preparation of structure worksheets on assigned topics. 14 hrs.
	NEL - 401	Summary of considerations in standardizing an orthography. Guided individual transcription project. 14 hrs.

Literacy Methods and Materials

NEL - 102	Building a language enrichment and reading program through the grades; a survey of content and methods. To include micro teaching. 14 hrs.
NEL - 103	Production of teaching materials in harmony with NEL - 102. 14 hrs.
NEL - 202	Understanding the process of reading. Contrasting a reading program with a transfer program. 14 hrs.
NEL - 203	How to build and use a reading lab. 14 hrs.
NEL - 302	Methods of teaching: the "coding" skills, handwriting, use of dictionaries and other reference materials. 14 hrs.
NEL - 303	Production of teaching materials in harmony with NEL - 302. 14 hrs.
NEL - 402	Methods of teaching: comprehension skills, language enrichment, creative writing. 14 hrs.
NEL - 403	Production of teaching materials in harmony with NEL - 402.

Pedogogy and Practice Teaching

SL/NEL - 104 Teacher Ethics, and procedures. How the native language teacher and the native language program "fit" in the total school program. 14 hrs.

SL/NEL - 105 Lab course in how to identify and use the basic school supplies and equipment available to the N.L. teacher. 14 hrs.

SL/NEL - 204 How children grow - A survey of the physical, mental and emotional development of the child through the school years, and the implications for program and lesson planning. 14 hrs.

SL/NEL - 205 Lab course in Micro teaching. 14 hrs.

SL/NEL - 304 A survey of educational administration and regulations: Ministry of Ed., I.A.B., local school boards, band school committees, teacher certification, etc. Where to go for help. 14 hrs.

SL/NEL - 305 Practicum - basic Work for this course to be done under supervision during the school year prior to the course. During the course, observed strengths will be drawn out and weak areas built up on an individual counselling basis. 14 hrs.

SL/NEL - 404 Towards a philosophy of education. What is education? What is bilingual education: it's strengths and weakness, problems & opportunities. Understanding different education models. A discussion course. 14 hrs.

SL/NEL - 405 Practicum - advanced. Similiar in procedure to NEL - 304. 14 hrs.

Note on the Courses in the NEL Programs:

In order to set out the general content of the NEL programs, courses have been listed as discreet subjects. In practice, however, many subjects blend with other subjects and other levels, and this blending is encouraged to emphasize the relevance of the part to the whole. It is imperative, nonetheless, that each of the courses listed above be thoroughly covered, and the specified time spent on each. To ensure that this is done, a student record card will be opened for each student entering the program and mastery of the various topics noted as the student proceeds through the courses.

Calendar of Subjects Offered

Program for Teachers of Native as a Second Language:

Structure	SL - 100	*Introduction to language structure. (Algonkian OR Iroquoian). 18 hrs.*
	SL - 101	*Introduction to the orthographic structure of the written language. (Algonkian OR Iroquoian). 10 hrs.*
	SL - 200	*Continuation of the structural study of the language, with emphasis on the selection of "teaching points". 18 hrs.*
	SL - 201	*Reading of selected texts written in standard orthography, and selected "spelling" activities. 10 hrs.*
	SL - 300	*Continuation of the structural study of the language with the student assuming increasing responsibility in problem solving. 18 hrs.*
	SL - 301	*Continued study of orthographic principles Practice in proofreading and correcting of unedited texts. 10 hrs.*
	SL - 400	*Guided individual project on the structure of the student's native language. 18 hrs.*
	SL - 401	*Guided individual transcription project. 10 hrs.*

Second Language Methods and Materials

SL - 102 An introduction to second language method --some basic guidelines. To include micro teaching. 14 hrs.

SL - 103 Lab course - in working out lesson plans and teaching materials in harmony with SL - 102. 14 hrs.

SL - 202 Methods of lesson planning and teaching that "fits" the structure of the target language. 14 hrs.

SL - 203 Lab course in working out lesson plans and teaching materials in harmony with SL - 202. 14 hrs.

SL - 302 Understanding the structural approach and the functional approach, the strengths, weaknesses and uses of each.

SL - 303 Lab course in working out lesson plans and teaching materials in harmony with SL - 302.

SL - 402 Building a second language program through the grades - methods. 14 hrs.

SL - 403 Building a second language program through the grades - materials. 14 hrs.

Pedagogy and Practice Teaching

The content of the Pedagogy and Practice Teaching courses is common to both NEL and SL programmes. See section under NEL program for course descriptions.